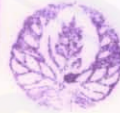


A DESCRIPTIVE STUDY OF THE FIFTH YEAR
STUDENTS' LITERAL READING COMPREHENSION
ACHIEVEMENT AT SDN SUMBERSARI 1 JEMBER
IN THE 2001/2002 ACADEMIC YEAR

THESIS



Milik UPT Perpustakaan
UNIVERSITAS JEMBER

Presented as one of the Requirements to Obtain the Degree of S-1 at the English
Education Program of the Language And Arts Department
of the Faculty of Teacher Training and Education
Jember University

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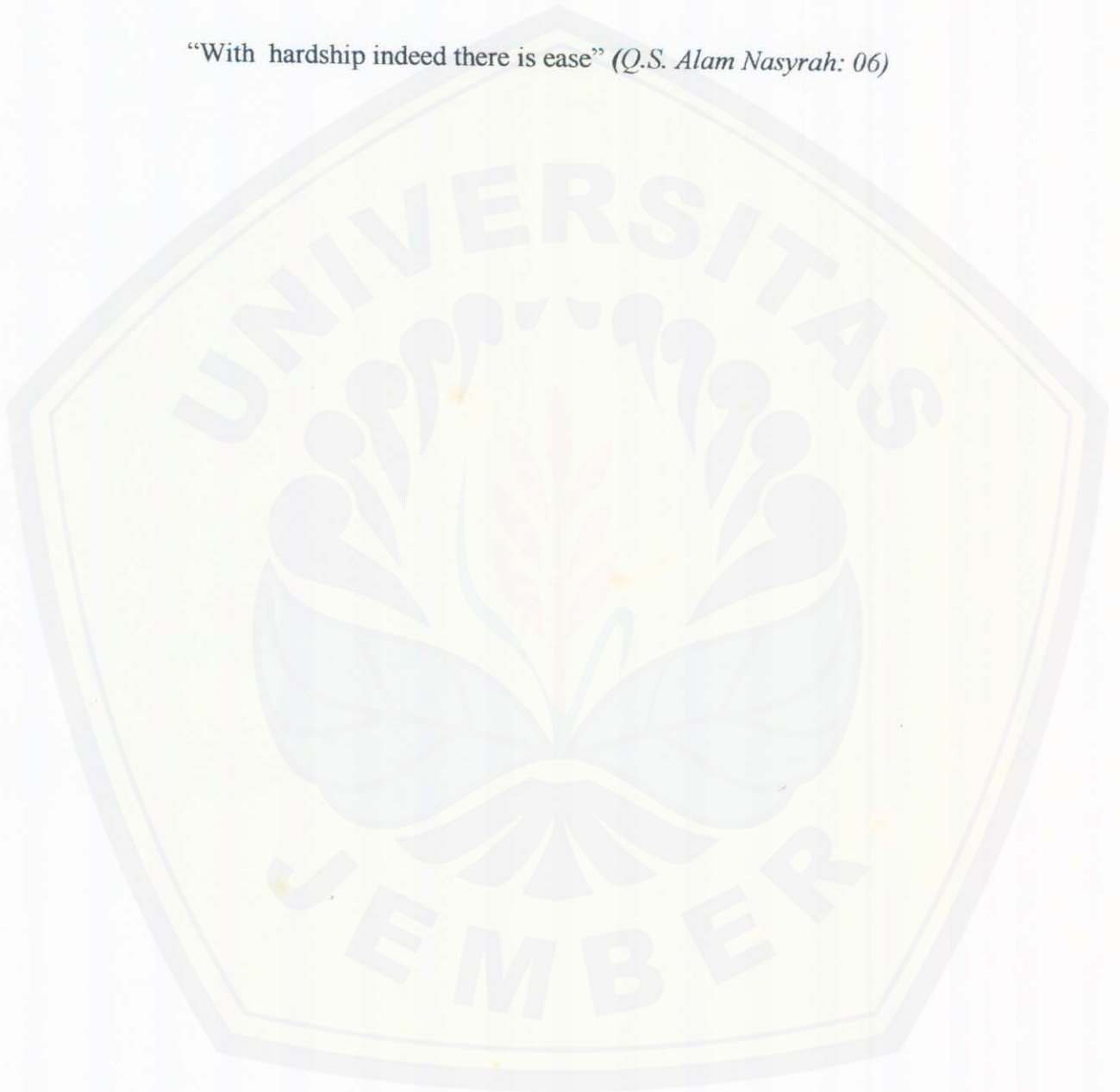
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ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY

JULY, 2002

MOTTO:

“With hardship indeed there is ease” (*Q.S. Alam Nasyrah: 06*)



DEDICATION

This thesis is dedicated to :

1. My dearest Dad, Syamsul Aripin

You have done a lot of things for my future, thanks for your everything for me. Actually, I cannot say in words about your kindness. I hope you will always be in good condition. I love you very much.

2. My dearest Mom, Farida

There is no one like you, Mom ..., as a mother, a sister, and a friend to me. Thanks for your silent prayer, love and affection given to me. Hoping much for your happiness forever. Mom. ..., I love you so much.

3. My beloved Grandparent, Anang Sarbini (in memoriam). Thank for your support and good advices.

4. My dearest Friend, Hudiono, S.pd. who always cares of me. Thank for your love, patience, affection, and faithfulness. Everything you have shared with me is so sweet and you make me survive. I do love you.

5. My big family in Rogojampi. Thanks for your attention to me during I studied in jember. May God Bless Them.

6. My young brother Eko Budianto. Thank for your a hand to me.

7. My best friends (Aini, Ratna, Yayuk). Thanks for the beautiful friendship.

8. All my friends in Jakapasatu and Jakapatiga (especially Ana and Tri', Nurul Aini, Evi, Asrie, Anis, Mira) and my friends in Losmen Ayu (Taufik and Budi). Thanks for the help.

9. My Almamater, Faculty of Teacher Training and Education, Jember University.

10. All my friends of the 1996 level.

CONSULTANTS' APPROVAL

A Descriptive Study on the Fifth Year Students' Literal Reading
Comprehension Achievement at SDN Sumbersari I Jember
in the 2001/2002 Academic Year

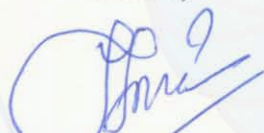
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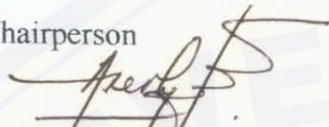
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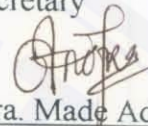
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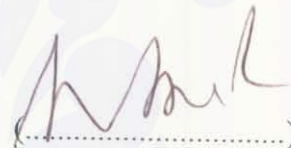
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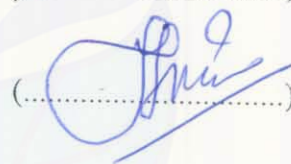
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ACKNOWLEDGEMENT

Thanks to the guidance and blessing of God, so I can finally finish this thesis entitled "A Descriptive Study on the Fifth Year Students' Literal Reading Comprehension Achievement at SDN Sumbersari I Jember in the 2001/2002 Academic Year".

Here, I also would like to express the deepest appreciation and sincerest thanks to the following persons :

1. Drs. H. Dwi Suparno, M.Hum, the dean of the Faculty of Teacher Training and Education, Jember University,
2. Dra. Wiwiek Eko B., M.Pd, the chairperson of the Language and Arts Department,
3. Drs. I Putu Sukmaantara, M. Ed, the chairman of the English Education Program,
4. Dra. Siti Sundari, MA, the first consultant, who guided and taught me how to write a good thesis,
5. Dra. Made Adi Andayani T., M.Ed, the second consultant, who have been willing to spend much time to guide in writing this thesis,
6. The Principal, the English teacher, the administration staff, and the fifth year students of SDN Sumbersari I Jember in the 2001/2002 academic year who helped me obtain the research data.

Jember, July 2002

The writer

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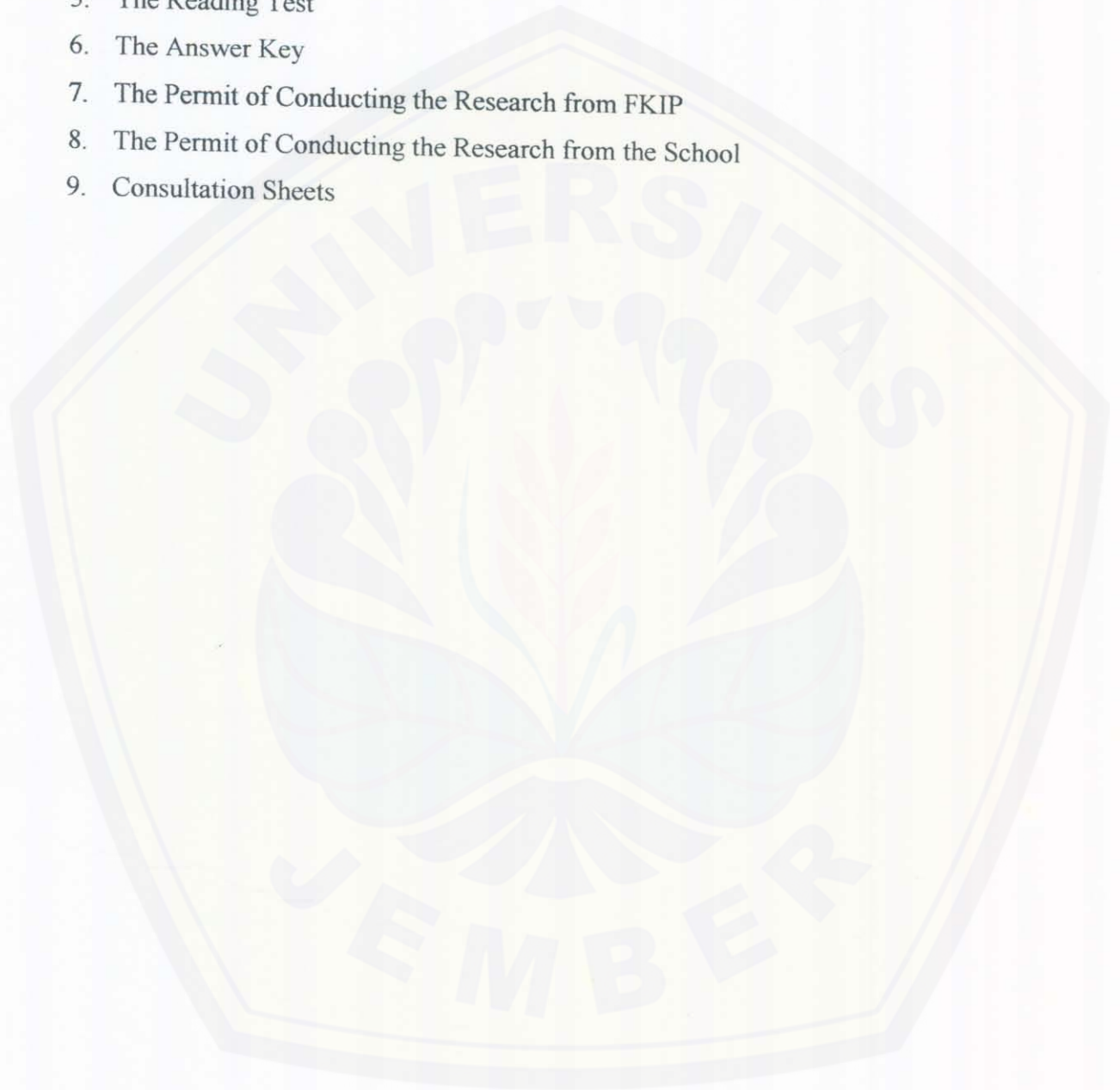
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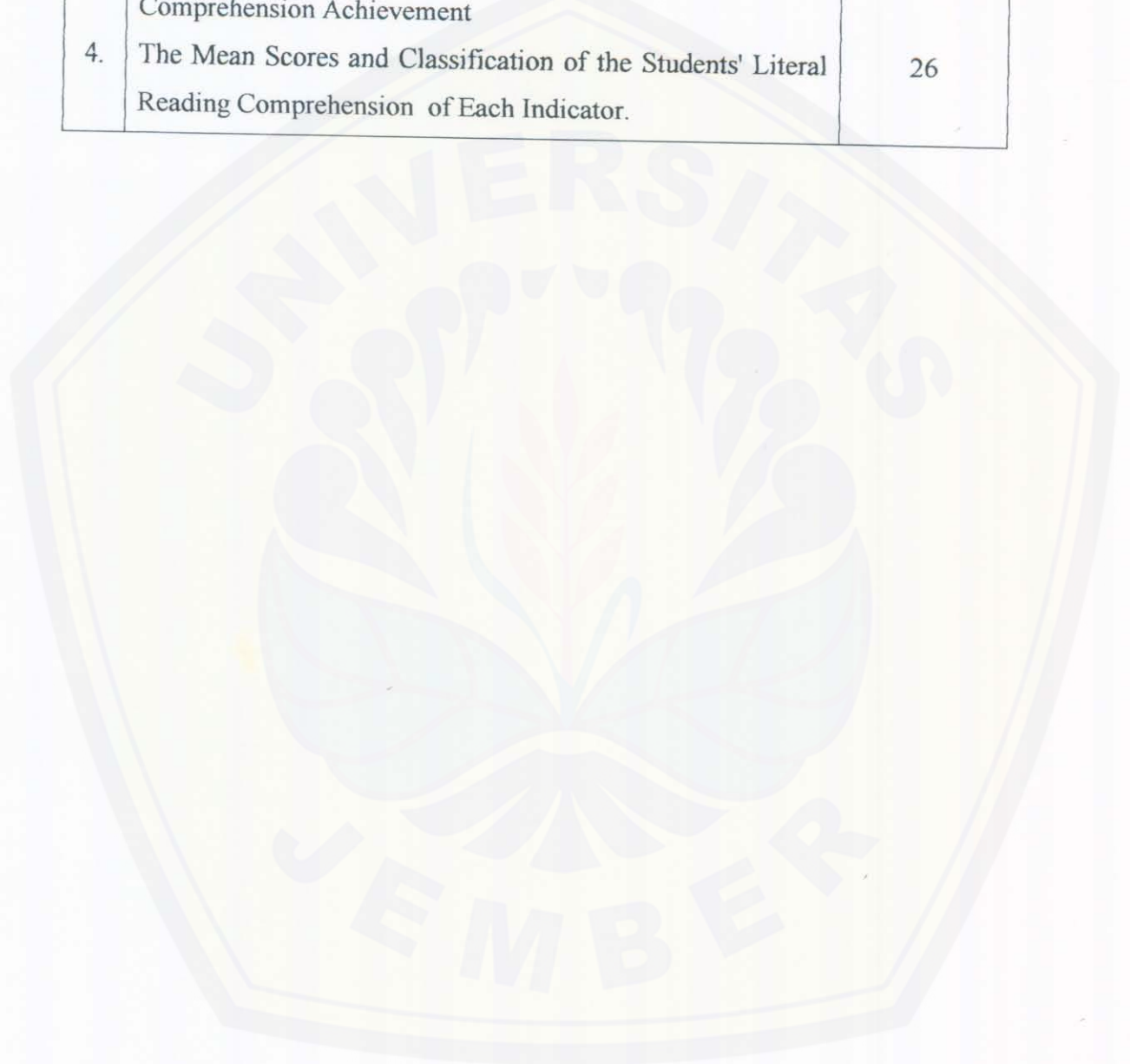
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ABSTRACT

Masfiyati, 2002, A Descriptive Study on the Fifth Year Students' Literal Reading Comprehension Achievement at SDN Sumbersari I Jember in the 2001/2002 Academic Year.

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

Consultants : (1) Dra. Siti Sundari, MA
(2) Dra. Made Adi Andayani T, M.Ed

In general this research was intended to describe how the fifth year students' literal reading comprehension achievement at SDN Sumbersari I Jember in the 2001/2002 academic year is. Specially, it was intended to describe the fifth year students' literal word comprehension achievement and to describe their sentence comprehension achievement. The research design was descriptive. It was population research with fifty students of the fifth grade. The primary data were obtained from reading test. The data collected were analyzed by using percentage formula. Then, they were classified quantitatively based on the classification of the score levels. The supporting data were taken from interview and documentation. The results of the data analysis showed that on the average the students' literal reading comprehension achievement was categorized as more than enough (71%). It was supported by the results of the data analysis of each indicator as follows: (1) on the average, the students' sentence comprehension achievement was categorized as more than enough (69,8%), and (2) on the average, the students' word comprehension achievement was more than enough (73,7%). The results showed that the students still have problems with literal sentence comprehension because they got difficulties in finding the appropriate sentences in the texts related to the reading comprehension questions. In addition, they did not know the meaning of the words in the texts, so they misunderstood the meanings of the sentences. Therefore, it is suggested that the students should be trained a lot doing the exercises of sentence comprehension based on the texts to improve their reading skill.

The key words : literal reading comprehension achievement



I. INTRODUCTION

1.1 Background of the Research

In this global era, English is increasingly needed not only because it is an international language that is mostly used in the world, but also because it is used to transfer science and technology. By knowing English, someone knows the development of science, technology, culture, and education in other countries in the world. By using English as a means of communication, the speaker is able to make relationship with English speaking people.

In Indonesia, English as the first foreign language has an important role since it can be used to help not only the students who want to enrol to higher education or institutions but also those who look for better jobs or positions. Many jobs and good positions invite candidates who have good mastery of English, both in written and oral forms. Therefore, they should be able to fulfill the qualifications as required for the jobs or positions they expect to get.

Now English is taught at schools from elementary schools to universities. In Indonesian Educational System, it is taught as one of the compulsory subjects at Junior High School and Senior High School. In the 1994 curriculum of Basic Education, English is not offered as a compulsory subject, but it is taught as a local content subject. As stated in the Decree of Minister of Culture and Education No.1702/104/M/94 about Elementary School Section II that Elementary School may add a subject in accordance with the local condition and its characteristics as far as there is a teacher who has ability in teaching the subject (Depdikbud, 1994:1). Therefore, there is no national curriculum for the English subject at elementary school that is determined by the Department of Education and Culture. However, some of the elementary schools usually develop their own syllabus. They have their own purposes of teaching English as a local content subject. The materials are basic, simple, and interesting. The aim is to prepare the students to be ready to continue studying English at Junior High School or to introduce and enable them to use English at the early step.

Reading is one of the important skills in learning language beside listening, speaking, and writing (Kustaryo, 1988:1). It has a great function in mastering English. By reading, we do not only get information or knowledge about something important, but we also get deeper understanding about certain topics. Without reading books, we will lack of knowledge and information.

In reading English texts, the students should understand what they have read. In other words, understanding what has been read is reading with comprehension. Reading with comprehension is an active thinking process that depends not only on the students' comprehension skill but also on their experiences and prior knowledge (Kustaryo, 1988:11).

Actually, reading might be a pleasure activity, if we understand what we read. Rusli et al. (1986:41) state that reading is a pleasure activity if what has been read is understood. When we read, we should aim at balancing between our eye focus and comprehension. Reading word by word with full understanding is not advisable, neither is reading rapidly without understanding.

Concerning with the reading comprehension skill, Kustaryo (1988:12) divides three levels of comprehension. It is the comprehension of a text in which the ideas and facts are clearly stated in the text, so the readers can go back to the text to find the information desired. The second comprehension skill is inferential reading comprehension. It is the comprehension of a text in which the readers must draw conclusions of unstated messages through the stated message. At last, the third comprehension skill is critical reading comprehension. It is the comprehension of a text in which the readers must read critically, so they might compare or evaluate the text.

In relation to the reading comprehension levels, literal level is the easiest level of reading comprehension (Kustaryo, 1988:12). Moreover, she states that literal reading comprehension refers to understanding ideas and facts that are directly stated on the printed page. Meanwhile, Smith in Otto et al. (1979:152) explains that literal reading comprehension is getting primary, direct meaning of words, ideas or sentences in a context. For that reason, literal comprehension is

generally accepted as the most of simple or basic comprehension skill and it requires little thinking and reasoning.

In the Basic Course Outline of the Teaching Program of Elementary School in the 1994 English curriculum, it is stated that the aim of teaching the reading comprehension skill involves reading the simple text for getting enjoyment and recognizing the meaning of words, phrases, and simple sentences based on the contexts (Depdikbud, 1994:3). It means that the students of elementary schools are expected to have the reading comprehension skill, especially literal reading comprehension.

Furthermore at SDN Summersari I Jember, English has been taught as a local content subject, and literal reading comprehension has been taught from the fourth grade. Since the basic reading comprehension skill is the main focus on the teaching of English at the Elementary School, it is necessary to conduct a research to know the elementary students' reading comprehension achievement of English texts, especially their literal reading skill. The title of the research is : **“A Descriptive Study of the Fifth Year Students' Literal Reading Comprehension Achievement at SDN Summersari I Jember in the 2001/2002 Academic Year”**

1.2 Problems of the Research

Based on the research background, the research problems can be formulated as the main problem and the specific problems as follows :

1.2.1 The Main Problem

To what extent is the fifth year students' literal reading comprehension achievement at SDN Summersari I Jember in the 2001/2002 academic year.

1.2.2 The Specific Problems

- a. To what extent is the fifth year students' word comprehension achievement at SDN Summersari I Jember in the 2001/2002 academic year ?
- b. To what extent is the fifth year students' sentence comprehension achievement at SDN Summersari I Jember in the 2001/2002 academic year ?

1.3 Operational Definitions of The Terms

It is a necessity to define the terms used in the title operationally to avoid misunderstanding between the writer and the readers. McMillan (1992:21) says that an operational definition indicates the operation that is performed to measure or manipulate the variables.

In this research, the terms that are necessary to be defined operationally are (a) the students' literal reading comprehension achievement, (b) the students' word comprehension achievement, and (c) the students' sentence comprehension achievement.

- a) The students' literal reading comprehension achievement means the students' achievement in comprehending the English text in which the ideas and facts are explicitly stated in the text.
- b) The students' word comprehension achievement means the students' achievement in comprehending words by knowing them from the word parts or context clues provided by the author in the text.
- c) The students' sentence comprehension achievement means the students' achievement in comprehending sentences by knowing how the ideas are connected in the sentences and finding the important information stated in the sentences.

The students' literal reading comprehension is indicated by their scores of the reading comprehension test that involves the items dealing with word comprehension and sentence comprehension.

1.4 Objectives of the Research

Related to the background and the research problems, the objectives of this research cover the main objective and the specific objectives.

1.4.1 The Main Objective of the Research

The main objective of this research is to describe literal reading comprehension achievement of the fifth year students of SDN Sumbersari I Jember in the 2001/2002 academic year.

1.4.2 The Specific Objectives of the Research

In relation to the specific problems, the specific objectives of this research are as follows;

- a. To describe the fifth year students' word comprehension at SDN Sumbersari I Jember in the 2001/2002 academic year.
- b. To describe the fifth year students' sentence comprehension at SDN Sumbersari I Jember in the 2001/2002 academic year.

1.5 Significances of the Research

The research results are expected to give significant contributions to the following people :

a. The English Teacher

The research results are significant for the teacher as information to know his / her students' literal reading comprehension achievement, and the information can be used as a consideration to improve the English teaching, mainly to increase the students' literal reading skill.

b. Other Researchers

The results are useful for other researchers as information or a reference to conduct a further research dealing with a similar problem about reading comprehension by using another design.

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The main objective of this research is to describe literal reading comprehension achievement of the fifth year students of SDN Sumpangsari I Jember in the 2001/2002 academic year.

1.4.2 The Specific Objectives of the Research

In relation to the specific problems, the specific objectives of this research are as follows;

- a. To describe the fifth year students' word comprehension at SDN Sumpangsari I Jember in the 2001/2002 academic year.
- b. To describe the fifth year students' sentence comprehension at SDN Sumpangsari I Jember in the 2001/2002 academic year.

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b. Other Researchers

The results are useful for other researchers as information or a reference to conduct a further research dealing with a similar problem about reading comprehension by using another design.



II. REVIEW OF RELATED LITERATURE

2.1 Reading Definitions

There are many definitions of reading comprehension. Some experts have given their opinions toward reading comprehension. In fact, reading is not an activity of our eyes to see a set of sentence stated on a passage or text. Gie(1984:61) states that reading is a process of interpreting or understanding what presents it self to the sense in the form of words or other sensible marks. In addition, Hornby (1995:968) defines reading as the action of one who looks at and understands the meaning of written or printed words or symbols. Based on the ideas, reading it a complex activity in which we need both our eyes to see the printed words and our comprehension to grasp the meaning.

Just covering words or pages would mean little if we do not grasp the meanings from what we read. As stated by Grellet (1996:3), understanding a written text means extracting the required information from it as efficiently as possible. According to McNeil (1992:16), reading comprehension is acquiring information from context and combining disparate elements into a new whole. It is a process of using one's exiting knowledge to interpret text in order to construct meanings. Meanwhile, Kustaryo (1988:11-120) says that reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students prior knowledge and experiences. Based on the ideas, reading comprehension is acquiring information from printed words or texts. Reading involves variety of skills. Some of the reading skills are stated as follows (Munby in Grellet, 1996:3):

- Understanding explicitly stated information;
- Understanding information when not explicitly stated;
- Understanding relations within the sentences;
- Identifying the main point or information in a text;
- Distinguishing the main idea from supporting details;

- Skimming;
- Scanning to locate specifically required information;

From the statements above, it can be concluded that reading comprehension needs many skills. To comprehend a passage, the reader should use the appropriate strategy to achieve the purpose of reading. In other words, the reading strategy is chosen based on the reading purpose.

2.2 Levels of Reading Comprehension

According to Gie (1984:67), there are three kinds of reading comprehension ability. They are as follows:

a) Reading the lines

It means the readers only read or recognize what explicitly stated on the text. They do not need to make such conclusions or inferences of unstated messages.

b) Reading between the lines

In this level, readers should attempt to comprehend and observe the unstated message through the stated messages or statements. To grasp the point or idea the readers should be able to draw the conclusions or make inferences of what they read.

c) Reading beyond the lines

Finally, after the readers apply both comprehension ability stated above, they should be able to apply the ideas or messages they get from the passage into their daily life, such as they use ideas to solve a problem.

Good readers should be able to do those kinds of comprehension ability. Therefore, they do not only comprehend what stated in a text but they also have to improve their comprehension in order to draw conclusions or inferences of unstated messages. At last, they should attempt to apply the ideas they got from what had been read in their daily life.

Fairgrairn and Winch (1996:14-16) state three levels of comprehension. The first comprehension is literal comprehension. It is the ability of the readers to interpret the meaning of individual words which compose sentence. In other

words, the readers attempt to interpret the explicit meaning. The second comprehension is inferential comprehension. It is the ability of the readers to grasp the implied meaning through what is literally stated in the text. At last, the third comprehension is evaluative comprehension. It is the ability of the readers to evaluate or criticize what they are reading. Before the readers evaluate or criticize the texts, they must be sure that they had understood what was trying to say.

Dealing with the reading comprehension skill, Nurhadi (1989:58-60) has divided three levels of the reading comprehension skill; (1) literal reading comprehension, (2) critical reading comprehension, and (3) creative reading comprehension.

The first level is literal reading comprehension. It is the ability of the readers to recognize and gain the explicit information, so readers should read the lines. It means that the readers only grasp the meanings of stated message without trying to grasp the implied meanings. The skills involve in this level are; (1) recognizing words, (2) recognizing sentences, (3) recognizing paragraphs, (4) recognizing details, (5) recognizing stated main ideas, (6) recognizing comprehension and contrast, (7) recognizing cause and effect relationships, (8) recognizing sequences, and (9) answering the questions of what, who, when, and where.

The second level is critical reading. It is the ability of the readers in processing the reading material critically to grasp the whole meanings of the reading materials, including explicit and implicit meanings. It means that in the reading process, the readers do not only grasp the explicit meanings (reading the lines), but also grasp the implicit meanings (reading between the lines), and the meanings beyond the lines (reading beyond the lines). The examples of skills involved in critical reading are inferring unstated main ideas, inferring unstated sequence, comparison, cause-effect, inferring mood, and inferring author's purposes, etc.

The third level is creative reading. It is readers' ability which covers reading the lines, reading between the lines, reading beyond the lines, and the

readers should be able to apply the result of the reading process creatively in daily life.

In general, all the experts agree that there are three levels of reading comprehension, (1) literal reading comprehension (reading the lines), (2) Inferential reading comprehension (reading between the lines), and (3) Critical or creative reading comprehension (reading beyond the lines). However, this study discusses about literal reading comprehension includes words comprehension and sentences comprehension. It was because the students should master literal reading comprehension includes word comprehension and sentence comprehension before mastering others levels of reading comprehension.

2.3 Literal Reading Comprehension

Literal reading comprehension is considered to be the easiest level of comprehension. In this level, the reader should understand the writer's basic message. Barret, in Otto et al. (1979:153) states that literal comprehension is getting primary direction of what an idea in the context. So, there is no deep thinking in this kind of reading.

In line with this idea, Smith, in Otto et al. (1979:152) states that literal reading comprehension is the basic of the word, idea, and sentence in the context. It means that in literal reading comprehension, the reader should find the information either general or specific information, either words or sentences explicitly or literally stated in the text or passage.

While Gie (1984:67) says that if the readers only read or recognize what explicitly stated in the text, they apply literal reading comprehension. It means that they do not need to make conclusions or inferences of unstated message. In addition, literal reading refers to the ideas and facts that are directly stated on the printed page, so the readers can go back and underline the information desired (Kustaryo, 1988:12). Further, she claims that literal reading is the base to all reading skills, so it is considered as the easiest reading activity. According to Nurhadi (1988:58), literal reading is the ability of the readers to recognize and gain the explicit message or reading the lines.

For elementary school students, especially for the fifth year students, literal reading comprehension dealing with word and sentence comprehension have been learned in the class. Therefore, literal reading comprehension dealing with word comprehension and sentence comprehension was chosen as the topic of the research. In the following parts, word comprehension and sentence comprehension are discussed since this research focuses on them.

2.3.1 Word Comprehension

In order to read confidently, the readers must know the meaning of words as they read. Without knowing the meaning of words, they might get nothing for their reading. In other words, they might get difficulty in comprehending the text. However, it is not a necessity for the readers to know the meaning of all words in the text. According to Hornby (1995:1374), a word is a sound or a group of sound that expresses a meaning and forms an independent unit of a language. In addition, Bloomfield (in Parrera, 1990:2) defines a word as a free form or the smallest unit which can be expressed independently.

According to Harris (1972:207) understanding word meaning is basically important in literal reading comprehension since understanding the written material depends upon the understanding of word meaning. So, it is impossible for the students to recognize the text without understanding the meaning of the words.

A student who reads extensively, occasionally faces with words he has known before. So, he must encounter words ever and ever again. He responds the words and uses them as he is not familiar enough with them. According to Harris (1972:207) reading involves many skills other than word recognition, but the learner has to start with words because they are the unit that makes a message he wants to understand. Meanwhile, Wiener (1985: 154) describes that before one can understand a complete sentence, one must know the meanings of at least most of the words in the sentence, as they are used in that sentence.

In order to read confidently, the readers must know the meaning of words as they read. Without knowing the meaning of words, they might get nothing for their reading. In other words, they might get difficulty in comprehending the text.

However, it is not a necessity for the readers to know the meaning of all words in the text.

Sometimes, after reading a text, a student does not know what the topic of the text is. In other words, he is unable to understand a paragraph he has read. Kustaryo (1988:15) states that in order to understand a paragraph, a student must have appropriate meanings for the key words. Even, it is easier if he understands the meanings of all words and the relationship of them within the paragraph. In fact, English words are complex, and this complexity brings difficulties to the student who tries to learn them. Kustaryo (1988:16) says that to avoid great difficulties, the secondary meaning of words should not be introduced before the primary meanings are established. For example, the word 'sweet' should be connected to the word 'sugar'. The students should be sure that they use normal speech and feel what words fit together. In learning vocabulary, they require to use not only their thought but their feeling as well.

Indeed, understanding word meaning is basically important in reading comprehension, since understanding the written material depends upon the understanding of the word meaning. Therefore, it is impossible for the readers to comprehend the text without understanding the meaning of the words. However, the readers should not know the meaning of all words, as the meaning of the words can be recognized through the word parts or context clues provided by the author.

2.3.2 Sentence Comprehension

Hornby (1995:1071) defines a sentence as a set of words expressing a statement, a question or a command. It contains a subject and a verb, and it begins with a capital letter and ends with a full stop or an equivalent mark. McWhorter (1989:86-91) states that long sentences that have more than one meanings, or sentences which contain difficult grammatical patterns often cause comprehension problems. In addition, she says that in order to recognize the meaning of sentences, the readers need to find the important information stated. They also should know how the ideas are connected. Further, she states three steps in

recognizing or understanding a sentence. They are identifying ideas, locating details, and knowing how the ideas are combined in a sentence.

a. Identifying Key Ideas

Every sentence expresses at least one key idea, or basic message. This key idea is made up of two parts, a simple subject and a simple predicate. For examples:

1. Inem lives in Tuban near the bus station.

The key ideas of sentence 1 are:

Inem as subject

lives as predicate

in Tuban near the bus station as adverb of place

2. Salsa goes to school.

The key ideas of sentence 2 are:

Salsa as subject

goes as predicate

to school as adverb of place

b. Locating Details

After identifying the key ideas, the next step in understanding a sentence is to see how the details affect their meanings. Most details add to or change the meaning of the key ideas. Usually they answer such questions about the subject or predicate as what, where, which, when, how, or why. For example:

1. Samijan drove his car to Jombang last week.

The details of the sentence have added and answered the questions:

What did he drive ? (his car)

Where did he drive ? (to Jombang)

When did he drive ? (last week)

c. How are the Ideas Combined in a Sentence

Some sentences may express more than one idea. As a matter of fact, two or more complete ideas can be built into one sentence. For examples:

- 1) a. Some students decided to take the final exam.

- b. Other students chose to write a paper.

These two sentences can be combined into one sentence by using a coordinate conjunctions, "but".

Some students decided to take the final exam, but others chose to write a paper.

Another example:

- 2) a. I read all the assigned chapters
- b. I wrote an outline of each.

These two sentences can be combined into one sentence:

I read all the assigned chapters and I wrote an outline of each.

2.4 The Factors Affecting Reading Comprehension Ability

Sometimes, after reading a text, a student does not know what the topic of the text is. He is unable to understand the paragraph he has read. Kustaryo (1988:15) states that in order to understand the paragraph a student must have appropriate meaning for the key words. Even, it is easier if he understands the meaning of all words and their relationship within the paragraph. Further, she claims that most of the students face difficulty in reading skill, as they lack prior knowledge which covers; word recognition, new word recognition, and the language system. In addition, the student himself, and also the teacher might be the other factors which weaken the student in learning a language. Those factors are explained in the following section.

- a. Prior Knowledge
- Word Recognition

The student gets difficulties when trying to recognize words of the target language. These difficulties arise because these two languages, English and Indonesian are not branches of the same language. They have different syntactical patterns such as word-ordering to express equivalent ideas. In fact, English words are complex, and this complexity brings difficulties to the students who try to learn them. In order to avoid great difficulty, the secondary meanings should not introduced before the primary meanings are established. For example, the word

'sweet' should be connected to the words 'sugar', and 'candy' first before 'sweet voice' or 'sweet girls' is presented.

- New Word Recognition

Learning new words, words which are introduced for the first time to the students, is greatly influenced by their prior knowledge about words. For example, a student would be able to produce the word 'prediction' with a prior understanding of the word 'predict'. However, the word like behaviour is not easy to recognize because the form is complex. A student sometimes does not know that there is a connection between the word 'behaviour' and the word 'behave'. Therefore, a teacher should consider the role of memory when she selects the material and decides methods for teaching lexis.

- The Language System

Among the factors which influence the students when learning vocabulary is that of the system. This involves vocabulary and structure, vocabulary and sound system, and vocabulary and spelling.

b. The Students

The student activities toward the target language should be positive. It means that he should always concentrate on language learned, so that he will be able quickly to master it. In other words, the majority of the class should have great interest in learning the language. In addition, motivation is also an aspect that is not less important in learning a language than attitude. Indeed, motivation and attitude influence the success or the failure of the students' study. Weakly motivated students will have difficulties in recognizing vocabulary they have encountered in their work.

c. The Teacher

A teacher should try to learn how much of the target language the students know before deciding teaching strategy. She should choose appropriate methods and techniques to make her teaching fresh and interesting. She should not lose sympathy of the students she is teaching. She should have them work with her, for the relationship between the teacher and students is the key to the language learning process.

2.5 The Reading Comprehension Materials of the Fifth Year Students of Elementary School Based on the 1994 English Curriculum of Basic Education

Based on the 1994 English curriculum, the English teaching at the fifth year class of elementary school involves reading, speaking, listening, and writing skills. Related to this research, this section will discuss the reading materials covering the following points:

a. The Curricular Objective of Teaching Reading to the Fifth Year Class of Elementary School Based on the 1994 English Curriculum of Basic Education.

The objective of teaching reading is to enable the students to read English texts in the form of narrative, descriptive, dialogue and other forms with about one hundred words with the abilities as follows:

1. Recognizing the meaning of words, phrases, and simple sentences based on the contexts.
2. Answering oral questions in a dialogue
3. Doing a short dialogue fluently
4. Pronouncing words or simple sentences
5. Completing the sentences
6. Reading the simple text for getting enjoyment

b. The Reading Themes and Sub-Themes for the Fifth Year Class of Elementary School Based on the 1994 English Curriculum of Basic Education.

The following table is about reading themes and their sub-themes that must be covered in the fifth year class of elementary school.

Cawu	Themes	Sub - themes
I	Recreation	- Kenjeran Beach - Selecta - Sengkaling
	Transportation	- The Juanda Airport - The Gubeng Railway Station - The Bungurasih Bus Station
	City's or Village's Life	- Surabaya Tower - Plaza - Supermarket

II	Environment of the Family Life	- Daily Activities - My hobbies
	Public Services	- In a Restaurant - In a Supermarket
	Public Services	- In the Post Office - In a Bank
III	Public Services	- Sangrilla Hotel - Tunjungan Plaza
	Time	- Going to School - Playing Volleyball
	Shopping	- Going Shopping - Weekend

(GBPP Kurikulum muatan lokal Depdikbud, 1994)

Following the reading materials suggested by the 1994 English curriculum for the fifth year students of elementary school, and considering this research objectives, this research focuses on the points of reading materials which have relationship with the students' literal reading comprehension. They are:

1. Word comprehension
2. Sentences comprehension

This research will be conducted at the second cawu. Based on the themes and sub themes suggested in the 1994 English curriculum for the fifth year class in the second cawu, the themes are "Environment of the Family Life" and "Public Services", and the sub themes are "In the Post Office", "In the Bank", and "Daily Activities" are chosen and they are used as the themes of the reading test materials to measure the fifth year students' literal reading skill covering word and sentence comprehension.

III. RESEARCH METHODS

3.1 Research Design

The research design used was descriptive because this research was aimed at describing the students' literal reading comprehension achievement covering word comprehension and sentence comprehension. The data were in the form of the students' scores of reading comprehension test.

The procedures of the research design were as follows:

- a. Determining the respondents of this research, that are the fifth year students at SDN Summersari I Jember in the 2001/2002 academic year by population method.
- b. Giving reading test to the respondents.
- c. Analyzing the results of the test quantitatively in the percentages and then classified qualitatively based on the classification of the score level.
- d. Collecting the supporting data through interview and documentation to complete the main data.
- e. Drawing a conclusion to answer the research problems.
- f. Writing the research report.

3.2 Area Determination Method

To determine the research area, purposive method was used because it was used to determine the research area to gain a certain goal (Hadi, 1997:82). This research was conducted at SDN Summersari I Jember because the writer had recognized the condition of school and the English teacher well. In addition, this school was chosen to conduct the research because English mainly reading had been taught to the fifth grade at this school, so the research data could be obtained.

3.3 Respondent Determination Method

The research respondents were the fifth year students of SDN Summersari I Jember in the 2001/2002 academic year. The respondents were determined by



using population method because the number of respondents was less than a hundred students. The number of the respondents was 50 students.

3.4 Data Collection Methods

In this research, there were two kinds of data that were collected, namely the primary data and the supporting data. The primary data were collected by using reading test. These data dealt with the fifth year students' achievement of literal reading comprehension that included word comprehension and sentence comprehension. The supporting data dealt with the school condition in relation to the school facilities, the English teacher, and the names of the respondents. The methods used to get the supporting data were interview and documentation.

3.4.1 Test

Test is a set of question or exercises or another instrument used to measure the skill, knowledge, intelligence, or aptitude of an individual or a group (Arikunto, 1998:124). According to Hughes (1996:9), test is divided into four groups, namely achievement test, proficiency test, diagnostic test and placement test. In this research, reading achievement test was used to know the students' achievement of literal reading comprehension covering word comprehension and sentence comprehension. Furthermore, Hughes (1996:10) states that achievement test is directly related to languages courses, the purpose is to establish how far individual students or groups of students, or the courses themselves can achieve the teaching objective.

A good test must be valid and reliable. Hughes (1996:22) states that a test is said to be valid if it can measure what is intended to measure. Reliable test means the instrument can give consistent results. Arikunto (1998:64) says that there are four kinds of validity. They are:

- a. Content validity; The test items describe the content of syllabus that should be measured.
- b. Construct validity; All the test items construct all the aspects of thinking mentioned in the specific objects.

- c. Concurrent validity; The results of the test items is concerned with the experience.
- d. Predictive validity; It is a predictive validity test if the test has ability to predict the event in the future.

Related to the idea, this research used content validity because the material of the test items of reading were taken based on the syllabus and the indicators to be measured. Therefore, this test was valid based on content validity. Dealing with reliability, the test is reliable if it is valid (Hughes, 1996:24). In other words, since this test is valid, it is reliable as well. Based on the idea, since this test was valid based on the content, it was also reliable. Therefore the test of reliability was not necessary to be used.

According to Saukah (1997:1), based on the scoring procedures, test can be divided into objective and subjective tests. In the objective test, the correctness of the test taker's response is determined entirely by predetermined criteria so that no judgement is required on the part of scores. Whereas in the subjective test, the scores must make a judgement about the correctness of the response based on one's subjective interpretation of the scoring criteria. In this research, the objective test forms used were completion and answering the questions using complete sentences because it was easy to score and the score would be perfectly reliable. Besides, the scoring could be done rapidly. This test was a teacher made test. It means that the researcher constructed the reading test items based on the research indicators used that were word comprehension and sentence comprehension and by considering the materials that had been taught by the teacher to the students.

The test consisted of three texts with 35 items divided into 20 items of literal word comprehension and 15 items of literal sentence comprehension. In relation to the scoring, each right answer was scored 2 for completion (word comprehension). If the student made a wrong answer, he/she got null. For answering the questions using complete sentence (sentence comprehension) each right answer was scored 4. If the student made wrong in spelling or made an incomplete sentence he/she got 3, and if the student made a wrong answer, he/she

got 2, but if the student made a wrong answer, he/she got null. So the total score of the test was 100. The allotted time to do the test was 90 minutes. The amount of the problems of each indicator was different, because the score of each indicator was parallel with the total score and this was influenced to the test score of each indicator. The score for word comprehension was smaller than sentence comprehension's score because the items of word comprehension was easier than items of sentence comprehension.

There were two sections in each text, completing the sentences and answering the questions using complete sentences. The first text covered seven items of completing the sentences (items no. 1-7) and five items of answering the questions using complete sentences (items no. 8-12). Then, the second text covered seven items of completing the sentences (items no. 13-19) and five items of answering the questions using complete sentences (items no. 20-24). Finally, the third text covered six items of completing the sentences (items no. 25-30) and five items of answering the questions using complete sentences (items no. 31-35).

3.4.2 Interview

Kartono (1990:187) says that interview is a way of collecting data in which two persons or more do face to face communication (questioning-answering) systematically based on the research objective. The interview was conducted with the English teacher by using structured interview in which a list of questions was prepared to get the information needed.

In this research, interview was used to get the supporting data about the curriculum used by the teacher in teaching English at SDN Sumbersari I Jember, reading materials that had been taught, the teaching techniques used in teaching reading and the books used in teaching English. The guide of interview was enclosed on Appendix 2.

3.4.3 Documentation

Arikunto (1998:148) says that documentation is used to find out the data in the form of notes, transcript, books, newspapers, magazines, daily notes, etc. In this research, documentation was used to get the supporting data about the names of the respondents, the school facilities and the English teacher and his/her background. The guide of documentation was enclosed on Appendix 6.

3.5 Data Analysis Method

According to Suryabrata (1997:85), the important step in a research activity is analyzing the data. The purpose of data analysis is to analyze and interpret the data into meaningful information. Further, he says there are two ways of data analysis methods, namely : statistical and non statistical methods. The use of them depends on the kind of the data. If the data are quantitative, the statistical method is used. On the other hand, if the data are qualitative, non statistical method is used. This research dealt with quantitative data in the form of the students' scores of the reading test. Therefore, the statistical analysis was used. The percentage formula was used to calculate the percentage of each indicator of the students' literal reading comprehension achievement of the fifth year students of SDN Summersari I Jember in the 2001/2002 academic year. The formula was as follows:

$$\Sigma = \frac{n}{N} \times 100\%$$

(Adapted from Ali 1993:186)

Notes :

- Σ = The students' literal reading achievement of each indicator
- n = The students' scores of each indicator obtained by the students
- N = Total score of the test items of each indicator

Then, the results of the data analysis in the percentages were categorized based on the classification of the score levels presented in Table 1 below to answer the research problems.

Table 1 : The Classification of the Score Levels

Percentage	Category
96 % - 100 %	Excellent
86 % - 95 %	Very good
76 % - 85 %	Good
66 % - 75 %	More than Enough
56 % - 65 %	Enough
46 % - 55 %	Bad
36 % - 45 %	Very bad
< 25 %	Poor

(Adapted from Depdikbud, 1995:10)

IV. RESULTS AND DISCUSSION

There were two kinds of data in this research, primary data and supporting data. The results are presented in the following parts:

4.1 Primary Data

The primary data were gained by giving reading test that was preceded by presenting the materials through literal reading comprehension of the respondents. The materials of the test given were word comprehension and sentence comprehension.

4.1.1 The Results of the Reading Test

In this research, reading comprehension test was given to the respondents to know the fifth year students' literal reading comprehension achievement. The results of the test were classified based on the indicators used namely; literal word comprehension, and literal sentence comprehension. Then, they were scored by using the presentage formula. The number of the test items was 35 items divided into 20 items of literal word comprehension and 15 items of literal sentence comprehension.

The score for word comprehension was smaller than sentence comprehension, because the items of word comprehension was easier than the items of sentence comprehension. The results of the reading test in the forms of the students' scores of literal word comprehension and sentence comprehension are presented in Table 2.



Table 2: The Students' Scores of the Indicators of Literal Reading Comprehension

No	Scores of Reading						T
	A			B			
	n	N	Σ %	n	N	Σ %	
1.	32	40	80	38	60	63,3	70
2.	32	40	80	46	60	76,6	78
3.	32	40	80	46	60	76,6	78
4.	28	40	70	48	60	80	76
5.	24	40	60	44	60	73,3	68
6.	32	40	80	45	60	75	77
7.	32	40	80	44	60	73,3	76
8.	22	40	55	31	60	51,6	53
9.	34	40	85	46	60	76,6	80
10.	20	40	50	37	60	61,6	57
11.	26	40	65	36	60	60	62
12.	28	40	70	44	60	73,3	72
13.	40	40	100	49	60	81,6	89
14.	22	40	55	34	60	56,6	56
15.	34	40	85	44	60	73,3	78
16.	20	40	50	42	60	70	62
17.	20	40	50	31	60	51,6	51
18.	30	40	75	43	60	71,6	73
19.	32	40	80	40	60	66,6	72
20.	24	40	60	42	60	70	66
21.	28	40	70	45	60	75	73
22.	34	40	85	38	60	63,3	72
23.	26	40	65	43	60	71,6	69
24.	26	40	65	37	60	61,6	63
25.	26	40	65	39	60	65	65
26.	32	40	80	47	60	78,3	79

27.	36	40	90	49	60	81,6	85
28.	32	40	80	44	60	73,3	76
29.	34	40	85	46	60	76,6	80
30.	26	40	65	40	60	88,3	66
31.	32	40	80	31	60	51,6	63
32.	32	40	80	40	60	66,6	66
33.	30	40	75	37	60	61,6	67
34.	38	40	95	46	60	76,6	84
35.	32	40	80	44	60	73,3	76
36.	32	40	80	40	60	66,6	72
37.	34	40	85	46	60	76,6	80
38.	26	40	65	43	60	71,6	69
39.	32	40	80	46	60	76,6	78
40.	28	40	70	39	60	65	67
41.	22	40	55	31	60	51,6	53
42.	28	40	70	34	60	56,6	62
43.	30	40	75	50	60	83,3	80
44.	40	40	100	46	60	76,6	86
45.	32	40	80	44	60	73,3	76
46.	28	40	70	45	60	75	73
47.	36	40	90	49	60	81,6	85
48.	20	40	50	37	60	61,6	57
49.	26	40	65	43	60	71,6	69
50.	32	40	80	34	60	56,6	66
Σ			3685			3491	3551
M			73,7			69,8	71

Notes :

- No : The number of the respondents
 n : The score of each indicator obtained by the students
 N : The total score of test items of each indicator
 Σ : The score of the students' literal reading achievement of each indicator
 T : The students' mean scores of literal reading comprehension achievement
 M : The mean score
 A : The students' achievement of literal word comprehension
 B : The students' achievement of literal sentence comprehension

Based on the results of data analysis, it was found that as follows:

1. The students' mean score for literal word comprehension was 73.7%
2. The students' mean score for literal sentence comprehension was 69,8%
3. The students' mean score for literal reading comprehension was 71%

The next step is finding the score frequencies achieved by the students based on the category proposed by Depdikbud (1995:10). Table 3 presents the score frequencies obtained by the students.

Table 3. The Score Frequencies of the Students' Literal Reading Comprehension Achievement

Classification	Score Qualification	Frequencies	%
Excellent	96 - 100	-	-
Very good	86 - 95	2	4
Good	76 - 85	18	36
More than Enough	66 - 75	18	36
Enough	56 - 65	9	18
Bad	46 - 55	3	6
Very bad	36 - 45	-	-
Poor	< 25	-	-
Σ		50	100

Then, the results of the students' literal reading comprehension of each indicator were categorized based on the classification of the score levels (described in Chapter III) presented in Table 4.

Table 4. The Mean Scores and Classification of the Students' Literal Reading Comprehension of Each Indicator

No	Indicators	Mean Score (%)	Classification
1	The Students' Literal Word Comprehension	73,7%	more than enough
2	The Students' Literal Sentence Comprehension	69,8%	more than enough
	The Students' Literal Reading Comprehension	71%	more than enough

Based on the Table 4 above, it was known the results are as follows:

- a. The mean score of the students' literal word comprehension was 73,7 %.
- b. The mean score of the students' literal sentence comprehension was 69,8 %.
- c. The mean score of the students' literal reading comprehension was 71%.

4.2 Supporting Data

The supporting data were obtained from interview and documentation. These kinds of data support the primary data so that the results would be complete.

4.2.1 The Results of Interview

The English curriculum used at SDN Sumbersari I Jember in the 2001/2002 academic year was the 1994 curriculum of Basic Education. They were four English skills taught to the fifth year students. They were listening, speaking, reading and writing skills. In the teaching of English, reading was taught integratedly with the writing skill and vocabulary. It means that through reading a text, the students were

given the exercises of reading comprehension and writing English sentences based on the vocabulary discussed.

In teaching reading, the teacher applied the lecturing method and sometimes used games. In lecturing method, the teacher read the words and sentences and asked the students to write the words and sentences mentioned on the blackboard. Another activity, the teacher gave word cards to the students and asked them to arrange them into the correct orders. After that, the teacher asked them to rewrite the words and sentences into the correct spellings. Besides word cards, the teacher used puzzles and pictures in teaching reading. The puzzles were used for teaching vocabulary and pictures were used for teaching words and sentences.

Concerning the techniques used in teaching reading, not all the reading materials stated in the 1994 curriculum were given to the students. It depends on the condition and the need of the students. It means the materials were selected in accordance with the students' needs and abilities. The reading materials were taken from the English books used by the teacher.

Dealing with the books, the compulsory book used was "First Step" published by PT Intan Pariwara. Besides, the teacher used the supplementary book, that was, "Let's Practice English" published by Grasindo. Both of those books were used by the English teacher because the contents of them were appropriate with the condition and the students' needs, and they were in accordance with the 1994 English curriculum.

4.2.2 The Results of Documentation

SDN Summersari I Jember as the research area is located at Jl. Karimata 03 Jember. This school has 6 classrooms to conduct the teaching learning process. Dealing with the school facilities, the school has a library, a principals' room, the students' health service room, three bathrooms and a cooperative room.

The personnel of this school consist of one principal, eight permanent teachers, and two impermanent teachers, one administration staff, one gardener and

one library staff. There is only one English teacher in charge of teaching three classes. She graduated from the English Education Program of the Faculty of Teacher Training and Education Jember University. The names of the school personnel could be seen on Appendix 4.

The total number of the students at SDN Sumbersari I Jember in the 2001/2002 academic year is 300 students that are divided into 6 classes covering one class for every grade. The names of the respondents could be seen on Appendix 3.

4.3 Discussion

Based on the results of the data analysis, it was found that on the average, the fifth year students' literal reading comprehension achievement was categorized as more than enough (71%). This result was supported by the results of each indicator, namely the students' literal word comprehension was categorized as more than enough (73,7%), and their literal sentence comprehension was categorized as more than enough (69,8%). The detailed information about the results were as follows: very good for 2 students (4%), good for 18 students (36%), more than enough for 18 students (36%), enough for 9 students (18%), and bad for 3 students (6%). From the two indicators, the higher mean score belonged to literal word comprehension, and the lower mean score belonged to literal sentence comprehension. It means that most of the students still got difficulties or problems in doing the reading test dealing with the literal sentence comprehension items. This was because they got difficulties in finding the appropriate sentences in the texts related to the reading comprehension questions. In addition, they did not know the meaning of the words in the texts, so they misunderstood the meanings of the sentences. The students' literal word comprehension was also categorized as more than enough. It was better than their literal sentence comprehension. This might be caused by their good knowledge of vocabulary (words). It means that it was easier for the students to do the test items dealing with word comprehension than sentence comprehension. The results support Kustaryo's idea (1988:12) stating that literal reading comprehension refers to

understanding ideas and facts that are directly stated on the printed page. In reading a text, the students should understand the meaning of the written words and sentences.

Based on the results, in general, the fifth year students of SDN Sumbersari 1 Jember still needed to develop their literal reading skill since their literal reading comprehension skill was categorized as more than enough.



V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the results of data analysis and discussion presented in Chapter IV, it could be concluded as follows:

a) General conclusion:

- On the average, literal reading comprehension achievement of the fifth year students of SDN Sumbersari I Jember in the 2001/2002 academic year was more than enough (71%).

b) Specific conclusions:

- The students' achievement of literal word comprehension was more than enough (73,7 %) and
- The students' achievement of literal sentence comprehension was more than enough (69,8 %).

The results showed that the students' literal reading comprehension achievement dealing with word comprehension and sentence comprehension need to be improved since it was still categorized as more than enough (71%).

5.2 Suggestions

Based on the results of the research above, some suggestions are given to the following persons:

a. The English Teacher

The English teacher is suggested to improve the students' literal reading comprehension skill by using an appropriate strategy in teaching reading comprehension. In teaching new words or vocabulary, the teacher may ask the students to find the meanings of words based on the context, and feedback should be given to discuss their work, so that they can learn from their mistakes.

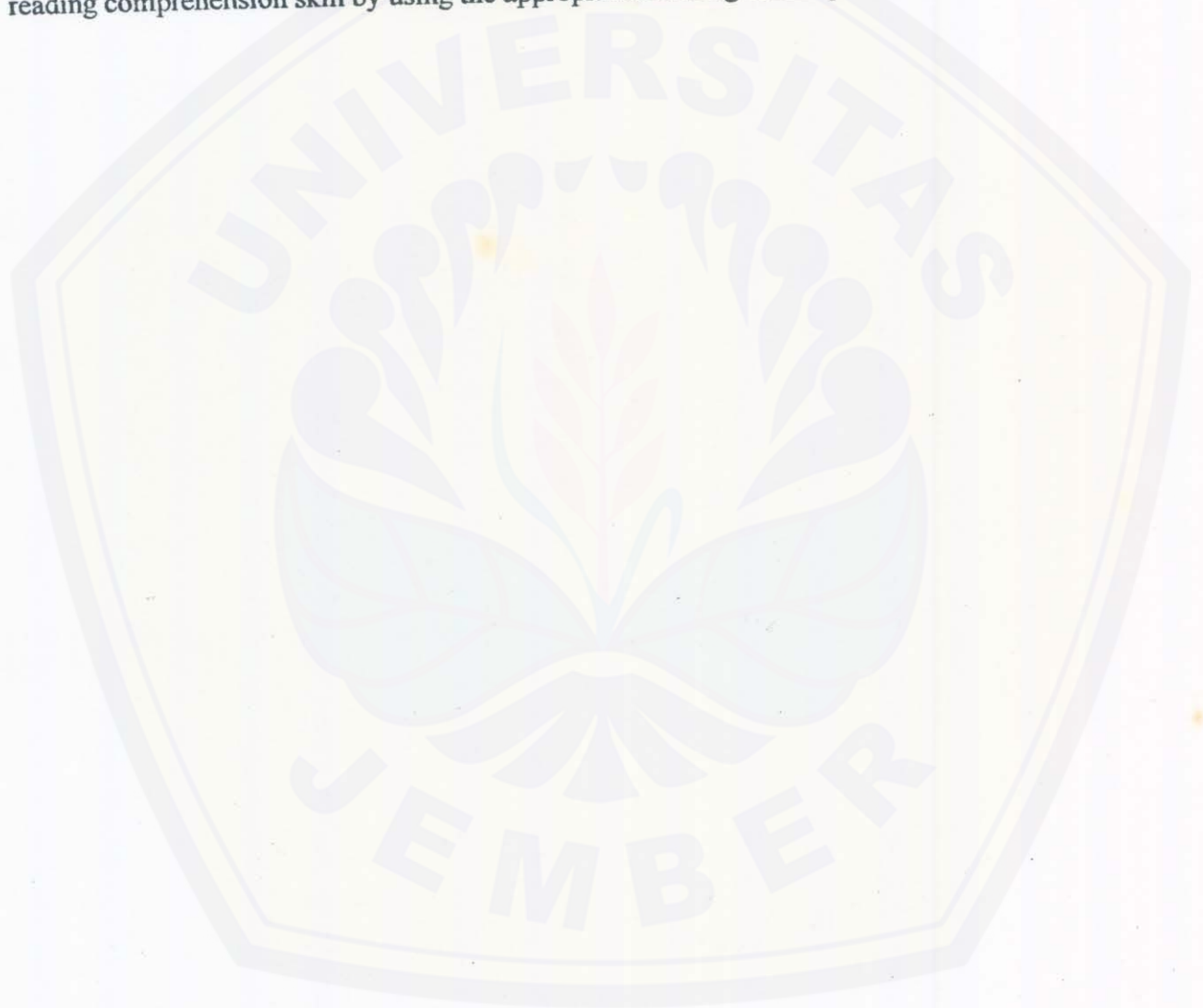
b. The Students

The fifth year students of SDN Sumbersari I Jember still have problems with the sentence comprehension. Therefore, they are suggested to practice reading English texts

and doing the exercises a lot to improve their reading skill, especially their literal reading comprehension.

c. Future Researchers

Based on the results, other researchers are suggested to do a further research dealing with literal reading comprehension by using another research design, such as an experimental research or a classroom action research to improve the students' literal reading comprehension skill by using the appropriate reading technique.



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RESEARCH MATRIX

Title	Problem	Variable	Indicators	Data Resources	Research Method
<p>A Descriptive Study of the Fifth Year Literal Comprehension Achievement at SDN Sumbersari I Jember in the 2001/2002 Academic Year</p>	<p>a. Main Problem To what extent is the fifth year students' literal reading comprehension achievement at SDN Sumbersari I Jember in the 2001/2002 academic year?</p> <p>b. Specific Problems</p> <ol style="list-style-type: none"> To what extent is the fifth year students' word comprehension achievement at SDN Sumbersari I Jember in the 2001/2002 academic year? To what extent is the fifth year students' sentence comprehension achievement at SDN Sumbersari I Jember in the 2001/2002? 	<ol style="list-style-type: none"> The students' literal reading comprehension achievement The scores of literal reading comprehension achievement 	<ol style="list-style-type: none"> a Word comprehension test b Sentence comprehension test a The scores of word comprehension test b The scores of sentence comprehension test 	<ol style="list-style-type: none"> Respondents: The fifth year students of SDN Sumbersari I Jember in the 2001/2002 academic year Informant: The English teacher Documents 	<ol style="list-style-type: none"> Research Design: Descriptive Study Area Determination Method: Purposive Method Respondents Determination Method: Population Research Data Collection Methods: <ul style="list-style-type: none"> - Primary Data: Reading Test - Supporting Data: Interview Documentation Data Analysis Method: Percentage Formula $\sum = \frac{n}{N} \times 100\%$ <p>Notes: Σ = The students' scores of literal achievement of each reading indicator n = The students' scores of each indicator obtained by the students N = Total score of the test items</p> <p>(Adapted from Ali, 1993:186)</p>

The Guideline of Supporting Data Instruments

1. Interview Guide

No	Questions	Data Resource
1	Could you explain to me about the English curriculum that you use in teaching English ?	The English Teacher
2	What approach do you use in teaching English, especially in teaching the reading skill ?	
3	Could you tell me about the techniques used in teaching reading ?	
4	What English books do you use in teaching English ? Why do you use the books ?	

2. Documentation Guide

No	The Supporting Data Taken	Data Resources
1	The names of respondents	Documents
2	The school facilities	
3	The school personnel	

Appendix 3

THE NAMES OF THE RESPONDENTS

No	NAME	Male / Female
1	Ali Yapki	Male
2	Alief Lailatul Mu'awanah	Female
3	Andri Novianto	Male
4	Anggra Yuliawansyah	Male
5	Ani Sulistiyowati	Female
6	Bayu Rachmad Saputra	Male
7	Candra Sorga	Male
8	Deni Dwianto	Male
9	Desi Wahyuningtyas	Female
10	Edi Hartono	Male
11	Eka Lindayani	Female
12	Erni Purnama Putri	Female
13	Fathur Rosi	Male
14	Fera Indrawati	Female
15	Fera Indriyani	Female
16	Hafi Ansori	Male
17	Hardi Susanto	Male
18	Hari Haris Priyanto	Male
19	Heru Liyanto	Male
20	Ignatius Doni Esp	Male
21	Ikromil Habibi	Male
22	Jarwoko	Male
23	Kausaril Widi	Male
24	Kholid Idris	Male
25	Kharisma	Female
26	Laely Untari Dewi	Female
27	Lukman Efendi	Male
28	Luluk Sulistyowati	Female
29	Mu'arif	Male
30	Moh. Saiful	Male
31	Noery Viena Mawadah	Female
32	Nova Isnaini	Female
33	Noven Dwi Setyo	Male
34	Novita Amalia	Female
35	Nurhidayati	Female

36	Nuraini	Female
37	Ratih Kusumaningrum	Female
38	Reni Puji Lestari	Female
39	Rizki Fajariyanto	Male
40	Septi Hascarulita	Female
41	Sugeng Prayugi	Male
42	Santi	Female
43	Suciatiningsih	Female
44	Sulistyorini	Female
45	Titin Suherlina	Female
46	Tusni Hidayah	Female
47	Tri Ria Suhartiningtyas	Female
48	Wawan Nova Prasetyo	Male
49	Yulistiana Rahman	Female
50	Yunita Widiyanti	Female



Appendix 4

THE PERSONNEL OF SDN SUMBERSARI 1 JEMBER IN 2002

No	Name	Occupation
1	Sukarmi	The Principal
2	Sri Murya	The first grade teacher
3	Sudarmi	The second grade teacher
4	Siti Sundari	The third grade teacher
5	Menik Y.	The fourth grade teacher
6	Harmanik	The fifth grade teacher
7	Hariwati	The sixth grade teacher
8	Sapardi	Administration Staff
9	Rohim	Gardener
10	Yutanti Dyah, SPd	The English Teacher
11	Sri Darwiyani	The Arts Teacher
12	Badriyah	Library Staff

Appendix 5

Reading Test

C l a s s : Fifth Year Class (Class V)
T i m e : 90 minutes

Instruction !

Write down your name and your number in your answer sheet.

Text I

A. Read the text carefully !

Rani wants to write some letters. She will send them to her grandfather and her friends. Her hobby is correspondence. Unfortunately, she does not have any envelopes and stamps. Then, she thinks for a moment. Suddenly, her younger sister, Tina, comes and asks, "Hi, what are you doing? Do you need any help?" Rani answers, "Yes, I do. Please buy me some envelopes and stamps." Then, Tina goes to the post office. She goes there by bike. She arrives at the post office. She buys some stamps and envelopes. She does not buy some post cards.

In the post office she meets some postmen. In the corner of the post office, she can see many letters in a box. One of the postmen takes them. He delivers the letters to the people. Tina finally knows how to mail a letter.

(Taken from First Step 4 kelas 5 An English Book for Elementary School by PT Intan Pariwara).

B. Complete the sentences below with the appropriate words taken from the text !

Rani will send some letters to her grandfather and (1) her , but she does not have any (2) and (3) Rani asks Tina (4) them in the post office. Tina (5) to the post office by bike. There she (6) some postmen, and she (7) how to mail a letter.

C. Answer the questions with complete answers !

8. What is Rani's hobby ?
9. Whom will Rani send the letters to ?
10. Who is Tina ?
11. Who delivers the letters to the people ?
12. What does Tina see in the corner of the post office ?

Text 2

A. Read the text carefully !

Inna is a student of elementary school. Her parents love her very much. They take care of her seriously. They fulfill their daily need. They always give her some pocket money everyday.

Inna is a good student. She does not spend all of the money to buy some food. She saves the rest. She saves it in a bank. She goes to "Bank Rakyat Indonesia" once a week. She goes to the bank on Mondays. The bank is not far from her school. It is near. She goes to the bank on foot. She seldom withdraws her money.

On the door of the bank, it is written "pull" and "push". Inna knows the meaning. She has studied English in her school.

Inna's father is a headmaster. He also often goes to " Bank Rakyat Indonesia". He deposits his money in the bank. Saving money in a bank is safer than saving it at home. He also gets interest. He takes the interest of his deposit once a year.

(Taken from First Step 4 kelas 5 An English Book For Elementary School by PT. Intan Pariwara).

B. Complete the sentences below with the appropriate words taken from the text !

Inna is (13) an student. She is always given some (14) by her parents everyday. She (15) the rest of the money in a bank. On Mondays, she (16) to the bank on foot,

because the bank is (17) from her school. Her father is (18) a He often goes to the bank (19) his money.

C. Answer the questions with complete answers !

20. What is Inna ?
21. Who always give Inna some pocket money ?
22. When does Inna go to the bank ?
23. What is Inna's father ?
24. Why does Inna go to the bank ?

Text 3

A. Read the text carefully !

Today is Sunday. It is holiday. Dani gets up at five o'clock. He has a jogging with his father. His mother cooks in the kitchen. His sister sweeps the floor. Dani and his father go to the stadium. They go home at seven o'clock. Then he takes a bath. His mother washes the clothes. His sister prepares food and drink for the breakfast. Then they have breakfast together. After that, they watch the television programme in the livingroom.

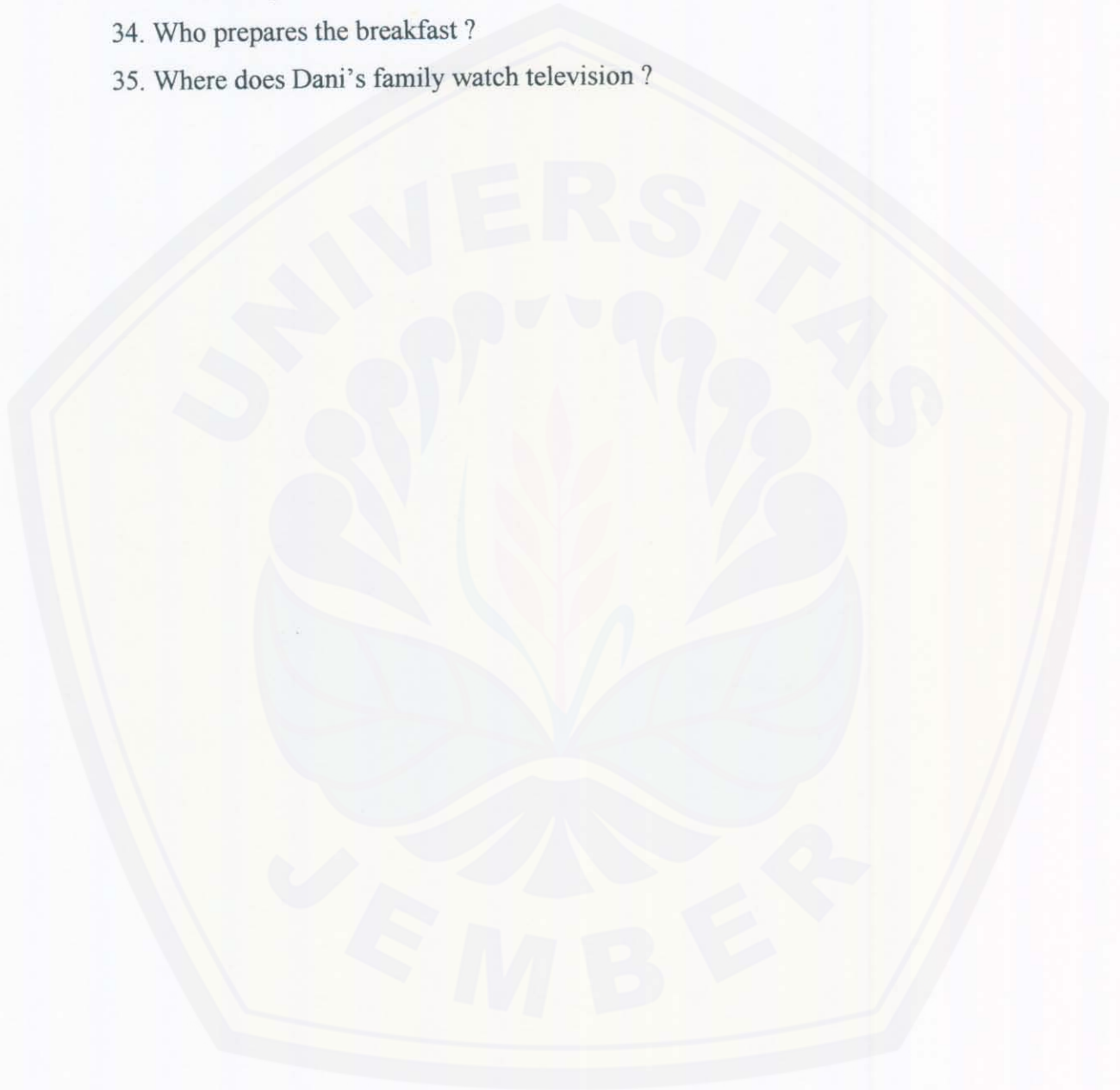
(Taken from First Step 3 kelas 5 an English Book for Elementary School by PT. Intan Pariwara).

B. Complete the sentences below with the appropriate words taken from the text !

25. Dani gets up at five o'clock
26. On Sundays Dani does not go to school because it is
27. makes the body healthy.
28. Every morning sweeps the floor.
29. Besides cooking Dani's mother the clothes.
30. Dani after coming from the stadium.

C. Answer the questions completely !

31. What time does Dani get up on Sundays ?
32. Why do Dani and his father go to the stadium ?
33. Who sweeps the floor ?
34. Who prepares the breakfast ?
35. Where does Dani's family watch television ?



Appendix 6

The Answer Key

Text 1

B.

1. friends
2. envelopes
3. stamps
4. to buy
5. goes
6. meets
7. knows

C.

8. Rani's hobby is correspondence.
9. Rani will send the letters to her grandfather and her friends.
10. Tina is Rani's younger sister.
11. The postmen deliver the letters to the people.
12. Tina sees many letters in the corner of the post office.

Text 2

B

13. elementary
14. pocket money
15. saves
16. goes
17. near
18. headmaster
19. to deposit

B.

20. Inna is a student of elementary school.
21. Her parents always give Inna some pocket money.
22. Inna goes to the bank once a week.

23. Inna's father is a headmaster.
24. - Inna goes to the bank to save her money.
 - Because she will save her money.
 - Because she wants to save her money.

Text 3

B.

25. on Sunday
26. holiday
27. jogging
28. Dani's sister
29. washes
30. takes a bath

C.

31. Dani gets up on Sundays at five o'clock.
32. Dani and his father go to the stadium for jogging.
33. Danis' sister sweeps the floor.
34. Dani's sister prepares the breakfast.
35. Dani's family watches television in the livingroom..



DEPARTEMEN PENDIDIKAN NASIONAL

UNIVERSITAS JEMBER

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Nomor : 0521 /J25.1.5/PL5/2001

Jember,Maret.....,2001

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala
SDN Sumpersari I Jember
di -
Jember

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

Nama : M A S F I Y A T I

Nim : 960210401249

Jurusan/Program : PB & S / Bhs. Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

A Descriptive Study on The Fifth Year Students'
Literal Reading Comprehension Achievement at
SDN Sumpersari I Jember in The 2001/2002
Academic Year.

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I,



Dr. ILMISNO AL, M.Pd
NIP. 130 937 191

SURAT – KETERANGANNomor ~~40/430318.27/41~~/SDN/2002

Yang bertanda tangan dibawah ini, Kepala SDN Sumbersari I Jember menerangkan dengan sebenarnya bahwa:

Nama : Masfiyati
NIM : 960210401249
Tempat Tgl. Lahir : Banyuwangi, 22 September 1975
Program : Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Alamat : Jl. Kalimantan No. 43 Jember

Yang bersangkutan telah selesai mengadakan penelitian di SDN Sumbersari I Jember pada tanggal 5 Maret sampai dengan 30 April 2002 dengan judul **“A DESCRIPTIVE STUDY ON THE FIFTH YEAR STUDENTS’ LITERAL READING COMPREHENSION ACHIEVEMENT AT SDN SUMBERSARI I JEMBER IN THE 2001/2002 ACADEMIC YEAR”**.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 06 Mei 2002

Kepala SDN Sumbersari I Jember



SUKARMI
NIP. 130 309 000

Perihal: Permohonan Ijin Penelitian

Kepada

Yth: Ibu Kepala SDN Sumbersari 1 Jember
di

Tempat

Dengan hormat,

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Nama : Masfiyati
NIM : 960210401249
Jurusan/Program : Pendidikan Bahasa dan Seni / Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini mohon berkenan Ibu selaku Kepala SDN Sumbersari 1 Jember, untuk memberikan ijin penelitian dalam rangka penyelesaian tugas akhir/skripsi dengan judul: A DESCRIPTIVE STUDY ON THE FIFTH YEAR STUDENTS' LITERAL READING COMPREHENSION ACHIEVEMENT AT SDN SUMBERSARI 1 JEMBER IN THE 2001/2002 ACADEMIC YEAR.

Demikian permohonan saya, atas perkenan Ibu memberi ijin, saya mengucapkan banyak terima kasih.

Jember, Maret 2002

Mengetahui

Kepala SDN Sumbersari 1 Jember

Peneliti



Sukarmi

NIP. 130 309 000

A handwritten signature in black ink, consisting of several fluid, connected strokes.

Masfiyati

NIM. 960210401249

**DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

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 NIM/Angkatan : 960210401249 / 1996
 Jurusan/Program Studi : PB & S / Bhs. Inggris
 Judul Skripsi : A Descriptive Study on The Fifth Year Students'
 Literal Reading Comprehension Achievement at
 SDN Sumbersari I Jember in the 2001/2002
 Academic Year
 Pembimbing I : Dra. Siti Sundari, MA.
 Pembimbing II :

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Kamis, 10 - 05 - 2001	Judul	
2.	Selasa, 5 - 06 - 2001	Matrix	
3.	Jum'at, 15 - 06 - 2001	Bab I, II, III	
4.	Rabu, 18 - 07 - 2001	Bab I, II, III	
5.	Selasa, 31 - 07 - 2001	Bab I, II, III	
6.	Senin, 6 - 08 - 2001	Revisi Bab I, II, III	
7.	Rabu, 19 - 09 - 2001	instruments	
8.	Kamis, 14 - 02 - 2002	acc Bab I, II, III	
9.	Senin, 8 - 04 - 2002	Bab IV dan V	
10.	Senin, 22 - 04 - 2002	Revisi Bab IV dan V	
11.	Selasa, 21 - 05 - 2002	Revisi Bab I, II, III, IV, V	
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi



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UNIVERSITAS JEMBER
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 Jurusan/Program Studi : PE & S / Bhs. Inggris
 Judul Skripsi : A Descriptive Study on The Fifth Year Students' Literal Reading Comprehension Achievement at SDN Sumpersari I Jember in the 2001/2002 Academic Year
 Pembimbing I :
 Pembimbing II : Dra. Made Adi Andayani T., MEd.

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Senin, 11 - 06 - 2001	Matrix	<i>[Signature]</i>
2.	Senin, 22 - 10 - 2001	Bab I, II, III	<i>[Signature]</i>
3.	Kabu, 5 - 12 - 2001	Bab I, II, III	<i>[Signature]</i>
4.	Senin, 8 - 01 - 2002	Bab I, II, III	<i>[Signature]</i>
5.	Selasa, 29 - 01 - 2002	Bab I, II, III	<i>[Signature]</i>
6.	Kamis, 21 - 02 - 2002	ACC Bab I, II, III	<i>[Signature]</i>
7.	Senin, 1 - 07 - 2002	Bab IV dan V	<i>[Signature]</i>
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CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi