

A DESCRIPTIVE STUDY ON THE STUDENTS'
READING COMPREHENSION ABILITIES AT MAN 1
JEMBER IN THE 1999/2000 ACADEMIC YEAR

THESIS

MILIK PERPUSTAKAAN
UNIVERSITAS JEMBER

Presented as one of the Requirements to Obtain S-I Degree at English
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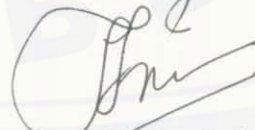
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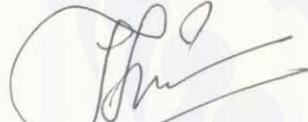
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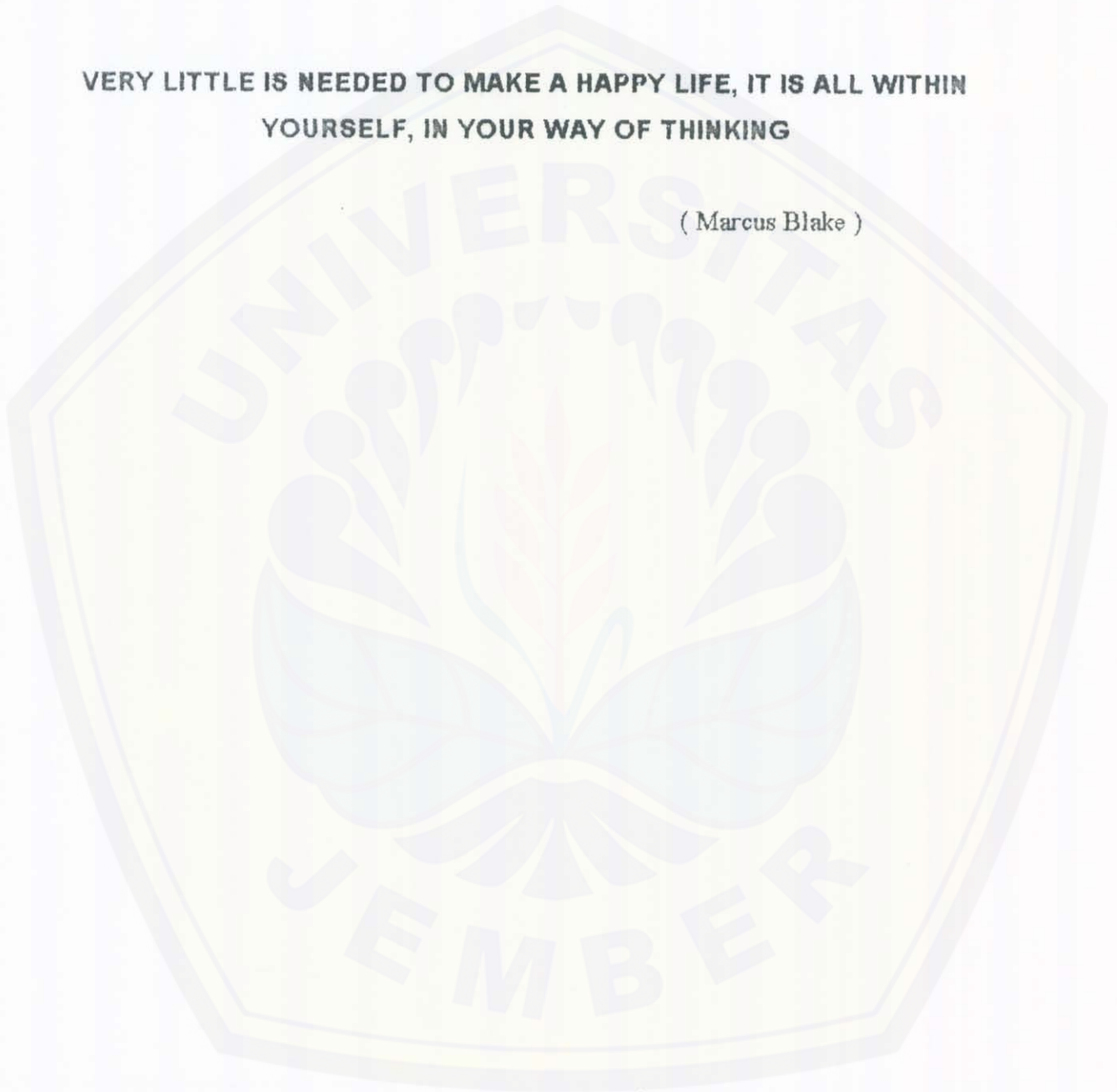
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MOTTO:

**VERY LITTLE IS NEEDED TO MAKE A HAPPY LIFE, IT IS ALL WITHIN
YOURSELF, IN YOUR WAY OF THINKING**

(Marcus Blake)



DEDICATION:

1. My Beloved My Father, *Supono*, and My Mother, *Siti Susmiati*, I Extremely Thank For Blessing and Teaching me to believe in myself, silent prays and all that you have done for me.
2. My Beloved Brother and Sisters, *mas Agus, dik Nuck, dik Din, dik Angga*, I Can Mention One By One All That You Have Done For Me, So Thank For Your Love.
3. I Am Truly Grateful For Your Attention And Love Given To Me
4. My Beloved All My Teacher
5. My Beloved Friends In 1994 English Department
6. My Alma Mater

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I realize that the writing of this thesis is less perfect. Therefore, the construction criticism is expected from the readers for sake of the improvement of the thesis writing. Nevertheless, I hope that this thesis is useful for the readers, mainly for me.

Jember, December 1999

the writer

ABSTRACT

Henry Dwi Agusri, December 1999, A Descriptive Study On The Students' Reading Comprehension Abilities At MAN I Jember in the 1999/2000 Academic Year.

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

The Consultants: I. Dra. Wiwiek Eko. B, MP.d

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The Key Word: Reading Comprehension Abilities

As stated in the 1994 English curriculum, one of the purposes of teaching English at Senior High School is to develop students' reading abilities. Implicitly stated in the Basic Outline of the Teaching Program (GBPP), the students are expected to comprehend the reading texts that they read. This was a descriptive quantitative research. It was intended to describe the reading comprehension abilities of the second year students at MAN I Jember in the 1999/2000 academic year, and the specific purposes were to describe the students' comprehension in skimming and scanning. To take the respondents, the proportional random sampling by lottery was used. The number of the respondents was 80 students (14 % of the population) taken proportionally from 13 classes. To collect the data interview, documentation, and test were used. Interview and documentation were used to obtain the supporting data, while the reading test was used to collect the primary data dealing with the students' reading comprehension abilities in the form of scores. The collected primary data were analyzed quantitatively by using percentage formula. Then, the results of the data analysis were described to answer the research problem. The research results showed that on the average, the second year students' reading abilities at MAN I Jember in the 1999/2000 academic year was 66,12 % or more than enough. Specifically, the results showed that the second year students' reading abilities in skimming was 56,62 % or enough, and their reading abilities in scanning was 75,75 % or good. It suggests that the students had better comprehension in scanning than skimming. Therefore, the students' reading comprehension abilities still need improving mainly their skimming skill.

I. INTRODUCTION

1.1 Background of the Study

Reading as one of the skills in the English subject in Senior High School (SMU) has the main emphasis in the 1994 English Curriculum. This can be found in the Basic Course Outline (GBPP) in the 1994 curriculum stating that the English subject given at SMU covers reading, listening, speaking, and writing skills which are presented integrately, with the main focus on the Reading skill (Depdikbud, 1995:1). The statement shows that the reading skill is quite important to lead to the other skills i.e listening, speaking, and writing in achieving the English language ability. In this case, Tinker and Mc Cullough (1975:3) say that the role of reading is important in any productive activity at home or in school, on the farm, in business or the profession, or even in recreational pursuit. Meanwhile, Olson and Diller (1982:6) state that reading is designed on a daily basis by all adults if they are to participate in modern - day society. In addition, Tinker (1975:5) confirms that reading ability has become the most important factor of succes in many fields today.

Based on the definitions above , the experts highlight the role of the reading activity as an important thing when the reader wants to extend his knowledge. So, someone can acquire his knowledge through the reading text he reads.

Concerning with the reading activity, Harris and Smith (1972:80) state that hopefully, the reader receives information from the writer. Further, Wood (1996:186) states that when someone is reading, he expects to find on the printed page what he is looking for. A reader expects every unit of information, whether it is a sentence, a paragraph, a section or even a whole chapter, to have a subject that contains both general and specific ideas. Furthermore, he expects to be able to tell the differences between the general information or main ideas, and the specific information or supporting details. In this case, Cahyono (1997:2) states that the purpose of reading



activity is to grasp or catch the content or the idea of the passage.

The Basic Course Outline for the Teaching at English of SMU (GBPP) states that the aims of reading are to find the idea of the text, to get general figure about the content of the text, to find main ideas, to find supporting details, to make inferences, to interpret word meaning, phrase, and sentences related to the text, to get enjoyment (Depdikbud, 1995:10). This means that the English instruction given by the teacher must cover all the aims mentioned above. The students must have the ability to comprehend the text in order that they are able to extract the information or message from the text.

As a matter of fact, at Senior High School there are many students who still have problems in comprehending the text. They do not know what the text tells about, that is, they do not understand the idea of the text they have read. So, they just waste their time and energy to read and get nothing.

Based on the statement above, actually most students of Senior High School are able to read English texts but they generally cannot comprehend the reading text that they read. Adam, et al (1979:8) state that one of the criteria of a good reader is he understands what he reads, gets the main idea, and does not miss anything important. In other words, by comprehending the reading text, such as comprehending general information, or the main idea and comprehending specific information, or supporting details, a reader will be able to comprehend what the writer writes easily. Thus, the fundamental reading skill is the ability to determine the main idea of a text.

There are some skills that have to be listed in comprehension skills, such as the skill to note and grasp details, main ideas, and the author's purpose, the skill to underline or note key words, the skill to make generalization, and the skill to predict outcomes. Based on the idea, in this research, the focus was on the students' reading comprehension, that is, getting the main idea and supporting details related to the students' comprehension in skimming and scanning. These reading techniques should

be used by the students to solve their problems in reading texts.

Based on all the explanations above, the writer is interested in investigating the students' Reading Comprehension Abilities at MAN I Jember with the title, " *A Descriptive Study of the Students' Reading Comprehension Abilities at MAN I Jember in the 1999 / 2000 Academic Year*".

The reasons of choosing this problem are as follows :

- a) The techniques of reading, skimming and scanning are seldom practised to the students.
- b) Skimming and scanning should be used to get the general information or main idea and specific information or details in the text.

1.2 The Limitation of the Problem

In this research, the problem is limited to the reading skill that covers the skills of skimming and scanning. The skimming skill is limited to looking for the gist, looking for the main ideas, and looking for the keywords. Then, scanning skill refers to locating the specific information from the text.

1.3. The Formulation of the Problem

A problem is important in a research since the problem gives the direction to the research process as well as the specific answer or conclusion. This research consists of the major problem and the minor problems.

The major problem is formulated as follows: How are the Second Year Students' Reading Comprehension abilities at MAN I Jember in the Academic Year of 1999/2000 ?

The minor problems can be formulated as follows:

1. How is the second year students' comprehension in skimming at MAN I Jember in the academic year of 1999/2000 ?
2. How is the second year students' comprehension in scanning at MAN I Jember in

the academic year of 1999/2000?

1.4 Operational Definition of Terms Used In the Title

It is necessary to define the term used in the title to avoid misunderstanding between the writer and the readers. The term that is necessary to be defined operationally is reading comprehension abilities. In this research, reading comprehension abilities means the reading test results achieved by the students in the form of scores of the students' comprehension abilities that include the skills of skimming and scanning.

1.5 The Research Objectives.

There are two kinds of objectives in this research. They are the main objective and the specific objectives. The main objective is taken from the main problem and the specific ones are derived from the specific problems.

The Main objective of this research is to describe the second year students' reading comprehension abilities at MAN I Jember in the 1999/2000 academic year.

The Specific objectives are:

- a) to describe the second year students' reading comprehension in *skimming*.
- b) to describe the second year students' reading comprehension in *scanning*.

1.6 The Significances of the Study

Having conducted the research, it is hoped that the results are useful for both teachers and students to overcome their problems. The research results are useful for the following people:

a) The English Teacher

The results of the study are useful for the English teacher as input to help the students have better understanding of reading texts, and to know the students' abilities in comprehending the reading texts, mainly dealing with *skimming* and *scanning*

skills. In addition, they can be used as consideration to develop the teaching of the reading skill.

b) The Students

The results are expected to give input for the students to improve their reading skill, especially in comprehending the reading text dealing with *skimming* and *scanning* skills.

c) The Other Researchers

It is hoped the results are useful for the future researchers as information to conduct further researchers concerning with similar problems by conducting the experimental research or the classroom action research to improving rthe students' reading comprehension abilities.

II. REVIEW OF RELATED LITERATURE

2.1 Reading Comprehension

As we know that comprehension of printed material depends upon the characteristics of both the material and the reader. All the students in this case have their reading comprehension affected by factors such as; decoding ability, knowledge of the vocabulary presented, the concepts understanding and cognitive development.

Related to the statement, Olson (1982:40) states:

“Reading comprehension is a term used to understand and apply information contained within written material. The process is difficult to define precisely because it is influenced by great many factors.”

Based on the idea, reading comprehension is concerned with the ability to understand the information conveyed by the author. It involves in thinking of information and processing it. In this way, reading comprehension is a mental activity that requires a high degree of intellectuality. Besides, the number of experience is always crucial in reading comprehension. The experience here can be of two kinds, namely, experience in the subject matter of the text and that in the language used by the author. So the students must understand the author's language usage and strive to obtain the intended meaning beside the subject matter and the author's language. There is another crucial thing in reading comprehension, namely the author's organization of thoughts. In order to comprehend a text fully, it is imperative that students grasp the author's arrangement of the ideas.

Learning how to read comprehendingly, then, skills should involve acquisition of a number of language skills. Skills in distinguishing main idea from supporting details and skills in recognizing and understanding various kinds relationship. Therefore, teaching reading comprehension should mean facilitating the students to acquire these skills.

A popular misconception is that when a pupil reads a paragraph he simply grasps or understands or comprehends what he reads. The implication is that the spoken or printed statement contain a definite series of the ideas and that comprehension consists of getting the ideas. A further implication is that everyone gets exactly the same general impression and the same details. So reading is thinking and one can read in many ways and many purposes as one can think.

Related to that statement above, Gate (1973:360) said:

“In teaching reading it is important to find provision for the more important types of reading and reading purposes. The following grouping will probably include most of the important one, such as : reading to get main idea or general impression reading to note significant details, reading to predict what comes next or the most probably issue or conclusion, reading for the purpose of evaluating the material, reading for the purpose of reproducing the material in some type of summarized form, reading for the purpose of comparing the form or substance of the selection read with other content and reading for the purpose of remembering.”

Further, Gate gives deeper explanation to make it clear.

Reading to get main idea or general impression, the reader may have many kinds of purposes. Thus, a person may read to get merely the drift of story, the main point of an argument, the predominant emotional tone, the author's attitude and the quality of the composition.

Reading to note significant details mean a pupil may read primarily to note details of each types, for example: the most important, those based on a particular problem or topic, those are interesting, those are most true or doubtful and those are new or recent.

Reading to predict what comes next or the most probably issue or conclusion is the type of reading utilized when a pupil read all of the story except the best part and then tries to tell what the outcomes will be or when he reads an argument up to a certain point and then tries to anticipate the conclusion. It is reading in which the pupils use what has been read to anticipate or predict a reasonable or probable outcomes or further step.

Reading for the purpose of evaluating the material means a assignment how interesting it's or how is important, how is true, how is well written, how is easy. This type of reading differs from reading to note particularly new or important or interesting details, mentioned above in that it represents an appraisal of selection as whole.

Reading for the purpose of reproducing the material in some type of summarized form means that an example would be reading to be followed by the writing or presenting orally of a brief summary, or outlines or another form of condensation.

Reading for the purpose of comparing the form of substance of selection read with other content means that this type of reading would be assignment to read a particular selection and report whether it was more interesting, more important, more difficult or

different from another selection. The comparison may be made with another selection, for example: the question may be whether a selection and to differ from, in any one of several ways, the content of lectures, a motion, picture, radio drama, or the body of information acquired by a class from its previous study. It should be noted that this type of reading is often similar to the evaluating form mentioned above.

Reading for the purpose of remembering is that a person may read for the purpose of the understanding to content for the moment or for temporary use or to purpose of remembering it for later reproduction. He may attempt to remember the content verbatim or he may try to learn only certain ideas, such as the main idea or significant details or an outlines.

2.2 The Comprehension Skill

Another obvious factor which influences the depth and the amount of comprehension is the skill which the students have developed for the purpose of all reading skills, the ability to comprehend what we read develops gradually from simple to the complex skills. The balanced program should include the direct teaching of techniques, which will aid the students in developing the attitude and skill of thoughtful, purposeful reading.

The basic to good comprehension, then, is an understanding of the manner in which words are used into meaningful phrases, phrases into sentences and sentences into paragraph. These are the structural element of written communication. Early, in his primary training, the students becomes aware of the respective function of periods, commas, question mark, and grammatical element which aids the writer in the conveying meaning to the reader. He may also learn when he begins to write simple sentences, which the addition of descriptive word phrases adds colors and zest to what he has to say. As Bamman et al (1975:177) state that the concept of the phrase, sentence, paragraph is not easy, but it is a vital to teaching of comprehension skill. It means that the students may learn full meaning are not conveyed by a single word but through the combinations of words into phrases and sentences that carry the complete meaning. Furthermore, to comprehend a paragraph or large unit, both the relationships between the elements in sentences need to be understood.

Finally, reading without comprehension is merely word calling and the skills of word recognition and perception are a part of the complex process of reading which leads to comprehension of ideas. Intelligently, experiences, mastery of mechanics, interest span, and the actual skills of comprehension are the factors which determine the depth and easiness of comprehending the ideas on a page or in an entire selection. Like any other skills, the comprehension skill must be taught and adequate opportunities must be provided in the classroom to ensure the students' getting practice in the development of those skills.

2.2.1 Paragraph Comprehension

The comprehension of a paragraph requires comprehension of its sentences as well as an understanding of the relationship between the sentences, which are essential for grasping the large meaning of the paragraph. In addition it is important for identification of the topic sentence, the sentences that contain the key idea of the paragraph and interpreting how it is related to other explanation.

To improve skill in locating the topic sentence, the students are given illustration and explanations. They are also informed that the topic sentence is usually placed at the first or the last sentence in the paragraph. Then, the students are required to find and underline the topic sentence in the paragraph. They should also receive guidance in understanding how other sentences in a paragraph develop the idea presented in the topic sentence, for example: by giving details, stressing importance, explanation, contrast repeating the same idea in other words. One way to do this is to number the sentence in a paragraph.

Comprehension of paragraph is importance in reading. As Tinkers (1975:210) states, comprehension of paragraph becomes absolutely essential for the students satisfactory understanding the advances into more extensive reading of the content subject. Further, he explains that usually some training for understanding paragraph units is introduced by the time third- grade reading ability is achieved, more formal and extensive to promote paragraph comprehension should be a regular part of reading instruction at the intermediate grade levels. Then, to achieve full comprehension of passage or composition, the readers should be able to sense the relationship between the paragraph that make up the

material.

Further, Tinker (1975:212) says that there are eight specific types of comprehension, namely: (1) skimming, (2) scanning, (3) apprehending the main idea, (4) following and predicting the sequence of events, (5) noting and grasping details, (6) following printed direction, (7) generalizing or drawing conclusion, and (8) critical evaluation.

Scanning is a form of partial reading done rapidly to acquire specific kinds of information such as a date, a name or a relevant fact. Skimming is somewhat different. It refers to glancing hastily at material as one scans a page, to note the material present rather than to look for a definite item. But at times skimming and scanning are used interchangeable. Apprehending the main idea is to dig out the essential meaning, the central theme or general important from reading a paragraph, a story or descriptive article. Following and predicting the sequence of the events are essential for maximum enjoyment and sufficient understanding of narrative material. Noting and grasping details is proficiency in reading such as science and mathematics that requires apprehension and assimilation of all relevant details. Following printed directions is an important skill for both children and adults. It is important, for example, in playing a game, constructing a model or assembling a piece of machinery. Generalizing or drawing conclusion is a skill that requires greater emphasis upon thoughtful reading and interpreting. So the ability to think is not only along with but beyond what is in the printed material. Critical evaluation involves the kinds of judgement that select appropriate data for generalizing. A reader's whole background of experience should be used in this skill. A critical evaluation is important, for example, in differentiating facts from opinion in new article. Meanwhile, Simanjuntak (1988:44) has an opinion that there are many reading skills that are essentially to acquire a basic perceptual skill to be able to read rapidly with good comprehension that includes skimming and scanning.

Thus, reading with understanding involves comprehending of words, sentences, paragraph, and selection. Identifying words without understanding their meanings is not true reading. The development of comprehension and interpretation is fundamental in all reading instruction. Therefore, paragraph comprehension depend upon comprehension of the sentences of which it is built and upon understanding of their relations, one to another

and to whole paragraph. Similarly the comprehension of longer units is based on paragraph comprehension together with a large surplus of meaning to be gained by understanding the relation between separate paragraphs and the large whole. In addition, recognizing main ideas, details and conclusion in reading is importance. As Burn and Wagner (1963:177) have said:

“recognizing stated main ideas, details, causes and effects and sequences is the basic of literal comprehension and though understanding of vocabulary, sentences meaning and paragraph meaning is important.”

Based on the opinion above, it is clear that when reading a text or paragraph, the reader should be able to identify the main ideas and details beside understanding the vocabulary, sentences, and paragraphs in the text.

2.3.1 Students' Comprehension in Skimming

Nurhadi (1989:97) says that skimming is one of the reading techniques in which in a reader is required to be able to read quickly to get the information or the content of the passage. He also says that skimming means going through the content of the book quickly. In line with this, Kustaryo (1988:5) defines skimming as reading fast to get the “gist” or topic of the reading material. From those statements, it can be concluded that skimming is one of the reading techniques used to get the information or the gist of the reading material quickly. In comprehending the reading material, a reader must have feeling of going fast he reads the printed symbols quickly. He does not read word by word, or sentence by sentence, but he should read in groups of words. The reader can move through the paragraph by taking only two or three look at each line. It means that the reader should not see word by word, but he can jump along the line trying to get the meaning from what ever phrases or words come to their eyes. In line with this, Grellet (1996:3) says that a competence reader will quickly reject the irrelevant information and find what he is looking for.

According Lewis(1978:100) skimming is getting the essence of materials without reading all of it. Meanwhile Kustaryo (1988:5-6) defines skimming as 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 main idea and to read the keywords. From those statements above, it can be concluded that

skimming is a reading technique used to get the central or most quality of reading material such as the gist, the main idea, and the key word.

Meanwhile, Nuttal (1982:34) states that skimming is useful skill, in reading, it enables the reader to select the text, or the portions of the text, that is worth spending time on. This clearly shows the importance of skimming for by skimming a reader can read various kinds of text to get a variety of needs in a limited time.

Kustaryo (1988:6) says it is important to remember that skimming is a skill that requires concentration, good vocabulary, and adequate comprehension skill. In addition, a certain amount of practice is necessary in order to skim and fulfill the students' purposes. So, by learning to skim, the students may develop the skill in strengthening the comprehension of the text. if they master skimming skill and practice it often, hey will find that an appropriate technique of skimming will help them in their reading work. Students can reach many of their goals of reading just by skimming. and it is possible that their knowledge from reading will increase. She also says that the most important thing to remember is comprehension skill. If students want to practice and increase their skimming, they must check their understanding with comprehension test, because reading text without comprehension is useless.

From the explanations above, it can be said that skimming can be used only by a competence readers. a competence reader knows when to use and how to use skimming. by skimming time is saved and reading activity becomes enjoyable and profitable.

Skimming in this thesis is divided into three materials: looking for the gist, looking for the main ideas, and looking for the keywords.

2.3.1.1 Looking for the gist

Actually, not all of words printed in the text must be read, and all of details in a book must be learned. Readers do this when they only want to find the gist of the text. Kustaryo (1988:55) says that skimming means reading fast to get the "gist" or topic of the reading material. Meanwhile, Mikulecky (1990:138) says that skimming is used when a reader wants to obtain an overview of the form and the content of the text. it means that skimming is used when a reader only wants to extract the whole text of the materials he

reads. it is useful when he has so limited time that he considers it is impossible for him to finish reading all the material. it means that he is not necessary to read all of the words printed in the text, readers would waste time and fail to remember the important point. The purpose is only to gain the gist.

Based on the descriptions above, it can be concluded that in comprehending the reading material, it is not necessary to read all of words in the text, for reading every word will take much time. Thus, the reader should glance through the text to find the gist. In other words, he needs to grasp the main idea of the text and put them into the whole meaning. The reader can go directly and finally read the text deeply in a short time.

For example:

“It was a windy Tokyo morning and manager Minoru Shimada had just opened the iron shutters of the Ueno Sochiku Department Store near Ueno Park when he heard a Choms of screams the sales girls wiping the sales counters with damp clothes reported that the clothes were turning blue. Hideko Kaigo, waiters in a merely restaurant, wept that her customers were refusing to buy any milk because it has turned blue. Hideko’s uniform turned blue, too” (Oshima and Hoque, 1983: 14)

Based on the paragraph above, it can be concluded that the gist of the passage above is “the manager had just opened the iron shutters of the Department Store.

2.3.1.2 Looking for the Main Ideas

Mc Worther in Simanjuntak (1988: 101) says that a paragraph is a group related sentences which tells about a single topic. When a reader reads a paragraph, he looks for the key idea that each sentence present.

Each paragraph usually has only one main idea. Wood (1991:1250) says that most paragraph usually contain several sentences, the topic sentence introduces, the main idea of the paragraph. Further Hancock in Simanjuntak (1988:103) defines that the main idea as the essence of the paragraph or rather what the author is trying to get across to the reader. It means that main idea is the important idea that the author develops through out the paragraph and the entire paragraph is to explain, develop, and support the main idea.

Mc Whorther in Simanjuntak (1988:103) says that the most common place of topic sentence is at the beginning of the paragraph, in the middle of the paragraph, at the last of the paragraph, and the beginning and he last paragraph.

For example:

“Hurricanes, which also called cyclones, exert tremendous power. their violent storm are often a hundred miles in diameter, and their winds can reach velocities of seventy-five miles per hour or more. furthermore, the strong winds and heavy rainfall that accompany them can completely destroy a small town in the couple of hours. The energy that is released by a hurricane in one day exceed the total energy consumed by humankind throughout the world in one year (Oshima and Hogue, 1983:7)”

Based on the paragraph above, the main idea, at the beginning of the paragraph is “Hurricanes, which also called cyclones, exert tremendous power”.

2.3.1.3 Looking for the keywords

Kustaryo (1988:4) says that it is not always necessary to read the whole of a text especially if a reader is looking for information for specific purpose. Simanjuntak (1988:54:55) says that to skim by reading key words the students must be able to convince themselves that they skip words and still be reading. Sometimes not every phrases and sentences is essential to meaning and this done by omitting the unnecessary words, phrases, and sentences. With concentration and practice the students can learn to select key words and phrases in order to cover the material rapidly. So, by recognizing the keywords the reader will not lose the writer's message.

For example:

“Horror Tracy, Witty Irish author of the First Day of Friday, was not too pleased with the looks of the English Edition of her succeeding effort. she sent the London publisher, a copy of the ever so much handsomer and near edition with a note reading; As the cock said to the hens when he showed them an ostrich egg. I am not disparaging; I am not criticizing. I merely bring to your attention what is being done else where”

In the paragraph above, there are two things that considered as the keywords. they are author and edition. So, by recognizing the keywords the reader will not lose the author's message.

2.3.1.4 The Steps in Skimming

Mc Whorther (1989:362-365) suggests that the following procedures should be followed in skimming:

- 1) Read the title. If the piece is an article, check the author, the publication date and source;
- 2) Read the introduction. If it is very long, read only the first paragraph completely;
- 3) Read the first sentence which will be the statement of the main idea of the paragraph;
- 4) Read only headings and subheadings. The heading when taken together form an outline of the main topics that are covered in the material.
- 5) Notice any pictures, charts, graphs. These are usually included to emphasize the important ideas, concepts, or details;
- 6) If you do not get enough information from the headings or if you are working with the material that does not have headings, read the first sentence of each paragraph;
- 7) Glance the rest of the paragraph;
 - notice any italicised or boldface words or phrases
 - Look out any list of any ideas within the text of the material. The author may use numeral such as (1,2,3....) in the list or many signal words such as first, second,...etc
 - Look for initial of striking, features of the paragraph, you may notice a series of dates, many capitalised words, several large figure numbers.
 - Read the summary or the last paragraph.

2.3.2 Students' comprehension in Scanning

Simanjuntak (1988:56) says that scanning means glancing rapidly through a text to search for a specific piece of information (e.g. a name, a date) or to get an impression of whether the text is suitable for a given purpose. Nuttal (1982:34) defines scanning as a method of selective reading that is used to search for a particular fact or the answers to question. From these points, to scan is to read quickly in order to locate or find specific information from the reading materials. In fact, scanning is not a reading process. It can be described as a searching that requires a reader to float over the material until he finds what he needs. In addition, Simanjuntak (1988:57) says that scanning is an easier skill to master than skimming, many students may not scan effectively. In scanning the reader must know more the types of reading and fix the reading purpose clearly, for example, by formulating specific questions before systematically dealing with the book or text he wants to read.

Related to the statement above, Tarigan (1987:31-32) says scanning depends on some objectives and questions that have been determined before.

In order to scan effectively, the students should have a clear idea of what he is looking for, where he is likely to find it, how he can recognize the information when they see it. If he is looking for the name, for example, capital letters may be his clue; if he is looking for a date he would look for numbers and so on. All the information he needed will not always be contained in one or two words. In this sense, he should move his eyes as quickly as possible down the page until finding the information he needs. To check the readers' gaining on this skill, there is one indicator to master the skill. It is looking for the specific information.

Looking for the specific information is an active in scanning in which the students need to read all information presented carefully. However, they just focus on their purpose to find specific information they needed. Generally in reading clearly, his type of scanning deals with providing questions first, followed by reading itself. This gives students a chance to keep in mind of what information they should seek from the text. Accordingly, they will find the information easily.

For example:

Around that time, Rome replaced Florence as the centre of the Renaissance activity. Leonardo went there, but did not get along well with Pope Leo X. The main reason was that Leonardo worked slowly, and the Pope was more accustomed to productivity of Raphael- who also was a painter.

Based on the paragraph above, there is one thing that considered as the scanning.

This is *Rome* (Where is the centre of the Renaissance activity?)

2.3.2.1 The Steps in Scanning

Scanning is the process of reading where the reader only seeks specific information by a particular fact a certain question provided. To get a better comprehension on this technique. Mc Whorther (1989:372) suggests that the following procedures should be followed in scanning:

- 1) State in your mind the specific information you are looking for. Phrase it in questions if possible;
- 2) Try to anticipate how the answer will appear and what clues you might use to help you

locate the answer;

- 3) Determine the organization of the material. It is the most important clue to begin looking for information;
- 4) Use headings and any other aids that will help you identify which section might contain the information you are looking for;
- 5) When you reach the fact you are looking for, you will find that the word or phrase will stand out and you will notice it immediately;
- 6) When you have found the needed information, carefully read the sentences in which it appears in order to confirm that you have located the correct information.

2.4 Factors Influencing Comprehension of Reading Text

According to Bamman and Mildred (1975 :174) there are five factors influencing comprehension of reading text. They are intelligence, experience, mechanics of reading, interest span, and skill of comprehension. The first is intelligence, which involves the quality and quantity of comprehension; this comprehension is often determined by the purpose, which the readers have. Further, Bamman (1975:175) states that it is possible for the reader to read the same selection at different time, with different goals in mind, and comprehend the ideas quite differently. The rate at which the reader associates what he reads with previous knowledge or experience will be influenced by the way of thinking, which is commonly called as intelligence. Therefore, it is clear that the intelligence of the reader has an important role for comprehending a text.

The second factor effecting comprehension is experience. The reader with limited experience may have difficulty in comprehending many of the ideas and activities compared to other readers who have more experience. For example, a student who is trying to read a selection material about native American would find it very difficult to understand and react the material selection. However, if he has already had knowledge or experience about native American, the reader would probably easier to understand and react the material selection. Following that illustration, it can be concluded that the more we know about the topic of any reading material, the better we will be able to understand the reading material.

The third factor is mechanic of reading. This idea refers to the comprehension, which easier for the readers if they have mastered the skill of a word attack and word meaning. Obviously, there must be balance ability between careful attention to word attack skills and comprehension skills in order to comprehend a reading text easily.

The next factor is interest span. It is commonly believed that we all respond quickly to what we read if we are interested in the topic or at least familiar with it. Relevant to the idea, most people are interested in reading materials, which are related to their best aptitude. In addition, it is often that the interest span is related to personal factors. So, the success of comprehension also depends on the interest span owned by the readers.

An another obvious factor that influences the depth and amount of comprehension is the comprehension skill. This skill is hopefully had already developed for that purposes by the readers (Bamman and Mildred,1975:177). Further, Bamman and Mildred explain that the ability to comprehend what we read develops gradually from the simple to the complex skills. The reader can comprehend the reading textbook easily if he has some reading skills.

In conclusion, comprehension does not just happen because a reader 's eyes move across a page of print. Understanding of written material depends on the characteristics of both the material and the reader himself. It is influenced by those five factors.

2.5 Reading Materials on the 1994 English Curriculum

Based on the 1994 English Curriculum English teaching class involves reading, speaking, listening, and writing skills. In each class level, English is taught for a year that is divided into three terms, namely Cawu I, II, III. The structure of insructional program is also in accordance with the time allocation for English subject into 4 (four) hours per week X 45 minutes (Depdikbud, 1995:3-5).

Based on the 1994 English Curriculum for the second year students, the objective of the teaching of reading is that the students can read the text given in the form of narratives, descriptives, dialogues, argumentations, and specific forms dealing with --the content of book, index, attention, direction, ticket, label, diary, leaflet, brochure, agenda, letter-- that consist of more or less 300 words withthe following skills :to find a specific information; to get the general information of the text; to find main idea; to find supporting details; to make inferences; to interpret the meaning of words, phrase and sentences based on context; to get enjoyment. (Depdikbud, 1995: 10)

The following are reading themes (in italic printed) at the second class of SMU

covered in the first Catur Wulan . Each theme consists of sub-themes that can be chosen or the teacher may add sub-themes, which constitute the details of the theme offered.

Catur Wulan I

- Culture and Art

| | |
|-----------------------|---------------|
| Customs and Tradition | Music Art |
| Tribes / Ethnic Group | Dance Art |
| Local Languages | Painting Art |
| Regional language | Drama Art |
| Regional Handicraft | Sculpting Art |
| Literature | Ceramics Art |
| Plastic Art | Carving Art |

- Geography

| | |
|----------------------------|-----------------|
| Population | Vulcanoes |
| Cartography/Remote Sensing | Flora and Fauna |
| Natural Disaster | Mining |

- Agriculture

| | |
|------------------|----------------------------------|
| Harvest | Agricultural Tools and Machinery |
| Fishery | Biotechnology |
| Farm Animal Food | Agricultural Types |
| Fisherman | Marketing |
| Irrigation | Horticulture |
| Plantation | Agricultural Technology |
| Plant Pets | |

(Adapted from Depdikbud, 1995:36-37)

2.6 Some Factors Affecting Reading Comprehension Abilities

According to Kasihani Kasbolah (1993:14), there are some factors affecting reading comprehension. there are (1) Learner or student, (2) Science and technology, (3) environment and society.

1) Learner/ Student

Student factor is one the important aspect affecting reading comprehension abilities. Students are the object of the teaching learning process so everything which has been given to the students must be based on the learners need.

Further, Irwin (1991:20) claims that there are three factors affecting reading skills based on the students side. They are background knowledge, motivation, and reading ability. (1) Background knowledge. In addition, Irwin (1991:24) explains that there is a very close relationship between background knowledge and the level of understanding reading textbook. He says that too having background knowledge about the topic of a reading textbook will help the student in understanding the reading textbook. As a result, it is clear that background knowledge has an important role in understanding a textbook, (2) Motivation. Irwin (1991:145) claims motivation to be another important factor in understanding a reading textbook because the reader can understand the reading textbook in deeply if the reader has high motivation to read. So someone who has motivation to read, he will read in high attention to the reading textbook. (3) Reading ability is the successfulness of the reader to understanding the reading textbook is influenced by whether there is relevancy or not between the reader' reading ability level and the reading required by the reading textbook.

2) Science and Technology

Since the student are demanded to follow the development of science and technology so the material of reading comprehension must relevant to the science and technology especially the technique of getting the main idea (skimming), and getting the details (scanning).

3) Environment and Society

Everything which is provided in reading comprehension must have a good relationship with environment and society. Student is someone who will be the member of the society so they must learn how to be good member of the society and live surrounding their environment to survive their life. Since the students have responsibilities to follow the development of society and environment. So the reading material suggest must be relevant to the environment and society. The reason is to easy for the students to face their future life in real society and environment.

As result those are some factors of reading comprehension abilities is one group which is very important to conduct reading comprehension in order to get the goal of teaching learning process.

III. RESEARCH METHODS

3.1 The Research Design

This research was descriptive quantitative. According to Arikunto (1993:291) the characteristics of a descriptive research are: 1) it does not need to control the treatment, 2) it does not need to prove hypothesis, but it describes everything in real condition, and 3) it describes the problem objectively and systematically. This research was not intended to prove the hypothesis, but it was intended to describe the second year students' reading comprehension abilities of MAN I Jember that cover their skimming and scanning skills.

The procedures of the research are as follows : 1) formulating the problem and objective, 2) determining the data needed, 3) finding the data resources, 4) constructing the research instrument, 5), collecting the data by giving the reading test 6), analysing the collected primary data, 7)conducting the research results, and 8) writing the research report.

3.2. The Area Determination

In this research, to determine the research area, purposive method is used. Arikunto (1993: 98) says that purposive method is used when the researcher directly determines the research area in a certain place. This research were conducted at MAN I Jember. This school was chosen to conduct this research because the position of the school was the same as SMU and the school was good in terms of having a large number of classes and having adequate facilities.

3.3. The Respondent determination

Arikunto(1993:102) states that based on the subjects of the research, the research can be divided into three kinds, they are a population research, a sampling research, and a case study. This was a sampling research because samples were investigated in this research. To determine the samples or respondents, the technique

of proportional random sampling by lottery was used.

Dealing with the number of the samples taken, Arikunto (1993:107) suggests that if the number of the subjects is less than 100 persons, the population research can be conducted ; but if the number of the subjects is more than 100 persons, the sampling research can be conducted .The samples taken can be 10% - 15%,20% -25% or more of the population. In this research, the population was all of the second year students of MAN I Jember in the 1999 / 2000 academic year. The number of the population was 13 classes or 572 students.

The procedures to take the samples were as follows:

- a) Determining the number of the samples taken. In this research, the samples taken was 14% of the population. Thus, the number of the samples was 80 students
- b) Taking the samples from each class proportionally by lottery.

Based on the idea, the samples taken by using proportional random sampling by lottery method could make the respondents representative and every student had the same chance to be chosen as a respondent.

3.4. Data Collection Methods.

In the process of collecting data, primary and supporting data were used. Primary data dealt with the second year students' reading comprehension abilities mainly in skimming and scanning. The supporting data dealt with the school location, the number of the students, the school personnel, the school facilities ,and names of the respondents. To collect the data, some methods were used. They were test, documentation ,and interview.

3.4.1 Test

Ali (1987:101) states that test has a function to measure the level of knowledge, skills, or the result of learning, while Heaton (1975:1) says that test may be constructed as a device to reinforce learning and to motivate the students or as a

means of assessing the students' performance in the language. Based on the objective of evaluation, Arikunto(1993:124) divides test into seven categories,. They are personality test, aptitude test, intelligence test, achievement test, projective test, attitude test, and interest test.

In this research, the achievement test was used to measure the second year students' achievement after learning the reading materials given by the teacher. This test was the written test of the reading skill. This was administered to measure the students' reading skill that covers the skill of skimming and scanning. This test was made by the teacher or teacher-made test by considering the objective of teaching the reading skill and the materials stated in the 1994 English curriculum for the second year students. In addition, the test items were consulted to the English teacher to know whether they were able to be given to the respondents.

Dealing with the form of the test, Ali (1987:101-102) says that the objective test could be in the form of multiple choice questions. This form of the test was chosen because of several reasons: a) it could be scored easily and quickly; b) it could test a lot of materials in relatively short time; c) the questions were easily made; and d) it could avoid guessing because there were some other alternative answers. Meanwhile, Heaton (1975:114) says that the multiple choice test offers a useful way of testing the reading text and the number of items depends on the length and complexity of the text. However, test of the reading text generally contains fewer skill tests. based on the ideas above, in this research, the objective test in the form of the multiple choice question was used. In the test there was one correct answer among four the options provide, and the students chose the most correct answer among of them.

Then, the test items consisted of 20 items dealing with the questions of reading comprehension of the text covering the questions of skimming (10 items) and those of scanning (10 items). There were two text in the test, in which each text had 10 questions dealing with the skimming questions (5 items) and the scanning questions (5 items). Dealing with the scoring, each items was scored 5. Thus, the total scores of

the items was 100. The time of doing the test was 90 minutes.

According to Huges (1984:22), a good test must be valid and reliable. A test is said to be valid if it measures accurately what it is intended to measure. There are four aspects of validity according to him :

- 1) Content Validity in which its content covers a proper sample of relevant structure and it is suitable with the objective;
- 2) Criterion-related Validity refers to the test which is used to see how far the results of the test agree with independent and highly assesment of the candidate's ability.
- 3) Construct Validity which denotes capability of measuring certain characteristics in accordance with the theory of language behaviour and learning; and
- 4) Face Validity which its test looks like other testers, teachers, and testees.

In this research , the test used content validity because the tes items were consructed based on the 1994 English curriculum and the indicators of this research. The test was intended to measure the students' reading comprehension abilities, mainly scanning and skimming skills.

Then, dealing with reliability of the test , Faisal (1992:228) claims that the test may be reliable although it is not valid. However, the valid test is commonly reliable if it is administered anytime and anyway. In line with this idea, Joni (1986:38) states that if the test is valid, it must be reliable. On the other hand, when the test is reliable, it is not always valid. Based on the idea, this test was valid because it measured what it was intended to measure the students' reading comprehension abilities mianly skimming and scanning skills. Therefore, if it was valid, it might be reliable. Thus, it was not necessary to establish the test reliability.

3.4.2 Documentation

Arikunto (1993:131) defines documentation as written materials, such as books, magazines, documents, regulations, meeting notes, daily notes and so forth. In this research, documentation was used to gain the supporting data about the school

descriptions dealing with the school location, the school personnel, the school facilities, and the names of respondents.

3.4.3 Interview

Hadi (1996:193) says that interview is a way of collecting data in which, two persons or more do face to face communication (questioning and answering) systematically based on the research objective. Furthermore, He says that there are four kinds of interview which are commonly used in collecting data. They are: guided interview, unguided interview, freely guided interview and personal interview.

Based on the idea, in this research, guided interview was used. Guided interview is a dialogue conducted by the interviewer for getting information from the interviewee by preparing a set of questions related to the information needed. The interview was conducted with the English teacher to obtain the supporting data or the information about the teaching of English, especially the teaching of reading to the second year students of MAN Jember. The information dealt with the approach, the method, and the techniques used in teaching English, especially teaching the reading skill.

3.4.4 Data Analysis Method

This research was descriptive quantitative. The primary data were the students' reading comprehension abilities at MAN I Jember in the 1999/2000 academic year in the form of their scores of reading comprehension test. The collected primary data were analyzed statistically by using the following formula:

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

Notes :

E : The percentage of the students' reading comprehension skill

n : The students' scores

N : The total scores of the test items

(Adapted from Ali, 1987 : 184)

Then, the results of the data analysis were analyzed descriptively based on the following classification of the score levels. (Table 1)

Table 1 : The Classification of Score Levels

| SCORES % | CATEGORY |
|-------------------|-------------------------|
| 96% - 100% | Excellent |
| 86% - 95% | Very good |
| 76% - 85% | Good |
| 66% - 75% | More than enough |
| 56% - 65% | Enough |
| 45% - 55% | Poor |
| 36% - 45% | Very poor |
| 26% - 35% | Bad |
| - 25% | Very bad |

(Adapted from Depdikbud, 1994:10)

The steps in analysing the data were as follows :

1. Scoring the collected primary data
2. Analyzing the results of the test statistically in the percentage.
3. Analyzing the results descriptively based on the classification of the score levels.

IV. RESEARCH RESULTS AND DATA ANALYSIS

This chapter presents the results of the research that consist of the supporting data and the primary data.

4.1 The Supporting Data

4.1.1 The Results of Interview

In this research, interview was conducted with the English teacher to obtain the supporting data dealing with the approach and the techniques used by the English teacher in teaching of reading.

From this interview, It was found that the English teacher at MAN I Jember applied Meaningfulness Approach in teaching English. This means that both the teacher and students were active in the English teaching learning process. The emphasis in applying the Meaningfulness Approach was the students' understanding of the topic given by the teacher in which the students learned the English skill integratedly in one unit. The teacher did not teach the students each English skills separately, but he taught the students the four skills integratedly in one unit by focusing on the reading skill.

In teaching the reading skill, the teacher used skimming and scanning skill implicitly and applied other techniques in teaching reading such as discussion, explanation, and question and answer, depending on the teaching objective, and the material. Related to the research problem, dealing with comprehension in skimming and scanning, the teacher applied skimming and scanning to answer the reading comprehension questions. When the students found unfamiliar words in the reading text, the teacher encouraged them to find the meaning without consulting to the dictionary, but guessing them through the context. In order to develop the students' reading comprehension skill, the reading passages given to the students were carefully chosen. If the students got difficulties in answering the questions, the teacher led them go back to the passages. Meanwhile in determining the main idea and supporting details which the students did not understand, the teacher helped them analyze paragraph by paragraph.

Dealing with the compulsory book used, in the English teaching learning process, the English teacher used "English For Senior High School 2a published by IKIP Malang". He also used supplementary book published by Tiga Serangkai, entitled, "Komunikasi

Aktif English 2a for SMU

4.1.2 The Results of Documentation

The supporting data gained through documentation covered the school location, the number of the students, the school personnel, and the names of respondents.

The location of MAN I Jember is at Jl. Imam Bonjol 54 Jember. It has many parts of building. The number of the students is 1724 students that are divided into 13 classes of the first year students, 13 classes of the second year students, and 13 classes of the third year students. Each class consists about 44 students.

The personnel of MAN I Jember in the academic year of 1999/2000 consist of a headmaster, 4 vices headmaster, 47 government official teachers, 33 honorarium teacher, and 17 administration staff.

The number of respondents was 80 students or 14% of 572 students taken by using proportional random sampling by lottery. The names of the respondents could be seen in Appendix 5. The following table shows the number of population and samples taken by using proportional random sampling by lottery.

Table 2. The Number of Population and Samples Taken by Using Proportional Random Sampling by Lottery

| NO | Class | Population | Samples |
|-------|-------|------------|---------|
| 1. | II.A | 44 | 6 |
| 2. | II.B | 45 | 6 |
| 3. | II.C | 44 | 6 |
| 4. | II.D | 44 | 6 |
| 5. | II.E | 44 | 6 |
| 6. | II.F | 45 | 7 |
| 7. | II.G | 43 | 6 |
| 8. | II.H | 43 | 6 |
| 9. | II.I | 45 | 7 |
| 10. | II.J | 45 | 6 |
| 11. | II.K | 43 | 6 |
| 12. | II.L | 44 | 6 |
| 13. | II.M | 45 | 6 |
| Total | | 572 | 80 |

4.2 The Primary Data

The primary data were the data of the second year students' reading comprehension abilities, mainly their skills of skimming and scanning. They were collected from reading test. The test was given to the respondents on September 27 th, 1999. The results of test were checked and scored. The students' scores of the test were presented in the following table 3.

Table 3. The Data of the Second Year Students' Scores of Reading Comprehension Abilities

| NR | READING COMPREHENSION | | | NR | READING COMPREHENSION | | |
|----|-----------------------|----------|-------------|----|-----------------------|----------|-------------|
| | SKIMMING | SCANNING | TOTAL SCORE | | SKIMMING | SCANNING | TOTAL SCORE |
| 1 | 30 | 40 | 70 | 41 | 40 | 35 | 75 |
| 2 | 25 | 45 | 70 | 42 | 35 | 30 | 65 |
| 3 | 30 | 50 | 80 | 43 | 35 | 50 | 85 |
| 4 | 25 | 35 | 60 | 44 | 25 | 30 | 55 |
| 5 | 40 | 40 | 80 | 45 | 25 | 25 | 50 |
| 6 | 30 | 25 | 55 | 46 | 35 | 40 | 75 |
| 7 | 25 | 40 | 80 | 47 | 30 | 40 | 70 |
| 8 | 35 | 40 | 55 | 48 | 25 | 45 | 70 |
| 9 | 20 | 25 | 65 | 49 | 25 | 50 | 75 |
| 10 | 25 | 50 | 75 | 50 | 30 | 25 | 55 |
| 11 | 35 | 50 | 45 | 51 | 20 | 30 | 50 |
| 12 | 25 | 30 | 75 | 52 | 25 | 40 | 65 |
| 13 | 15 | 10 | 85 | 53 | 30 | 25 | 55 |
| 14 | 20 | 25 | 55 | 54 | 25 | 35 | 60 |
| 15 | 25 | 45 | 25 | 55 | 25 | 45 | 70 |
| 16 | 15 | 30 | 45 | 56 | 30 | 50 | 80 |
| 17 | 20 | 20 | 70 | 57 | 35 | 45 | 80 |
| 18 | 30 | 35 | 45 | 58 | 25 | 40 | 65 |
| 19 | 30 | 45 | 40 | 59 | 30 | 40 | 70 |

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| | | | | | | | |
|-------|----|----|----|----|------|------|------|
| 20 | 25 | 40 | 65 | 60 | 45 | 45 | 90 |
| 21 | 25 | 50 | 75 | 61 | 35 | 45 | 80 |
| 22 | 30 | 25 | 55 | 62 | 25 | 50 | 75 |
| 23 | 25 | 35 | 60 | 63 | 30 | 45 | 75 |
| 24 | 40 | 45 | 85 | 64 | 25 | 40 | 65 |
| 25 | 35 | 50 | 85 | 65 | 30 | 25 | 55 |
| 26 | 25 | 50 | 75 | 66 | 30 | 45 | 75 |
| 27 | 35 | 45 | 80 | 67 | 30 | 35 | 65 |
| 28 | 20 | 25 | 45 | 68 | 20 | 20 | 40 |
| 29 | 25 | 50 | 75 | 69 | 20 | 30 | 50 |
| 30 | 35 | 50 | 85 | 70 | 25 | 45 | 70 |
| 31 | 25 | 30 | 55 | 71 | 35 | 30 | 65 |
| 32 | 15 | 20 | 35 | 72 | 20 | 25 | 45 |
| 33 | 45 | 40 | 85 | 73 | 35 | 45 | 80 |
| 34 | 30 | 40 | 70 | 74 | 25 | 50 | 75 |
| 35 | 25 | 40 | 65 | 75 | 35 | 50 | 85 |
| 36 | 35 | 45 | 80 | 76 | 25 | 35 | 60 |
| 37 | 30 | 25 | 55 | 77 | 25 | 35 | 60 |
| 38 | 35 | 45 | 80 | 78 | 30 | 25 | 55 |
| 39 | 35 | 20 | 55 | 79 | 25 | 50 | 75 |
| 40 | 25 | 50 | 75 | 80 | 25 | 40 | 65 |
| TOTAL | | | | | 2265 | 3030 | 5290 |

4.3. The Data Analysis

Based on the table 3 above, the students' abilities in skimming and scanning in the form of scores are analyzed quantitatively in the percentage. The results are presented in the following table 4.

Table 4. The Students' Scores of Skimming, Scanning, and Reading Comprehension Abilities

| No | INDICATORS | GAINED SCORES | STANDARD SCORES | MEAN SCORES |
|----|---|---------------|-----------------|-------------|
| 1 | 2 | 3 | 4 | 5 |
| 1. | The students' Comprehension in Skimming | 2265 | 4000 | 56,62% |
| 2. | The Students' Comprehension in Scanning | 3030 | 4000 | 75,75% |
| 3. | The Students' Reading Comprehension Abilities | 5290 | 8000 | 66,12% |

Based on the results presented in the table 4 above, it could be seen that the percentage of the students' reading comprehension abilities was 66,12 %. The data analysis indicated that the students' comprehension in skimming was 56,62%, and the students' comprehension in scanning was 75,75%.

Meanwhile to know the degree of the students' reading comprehension abilities, the classification of the score levels based on Depdikbud (1990:10) as stated in Chapter III was used. The results are presented in the following table 5.

Table 5. The Classification of the Students' Score Levels

| NO | INDICATORS | MEAN SCORE (%) | INTERVAL SCORE | CLASSIFICATION |
|----|---|----------------|----------------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| 1 | The students' comprehension in skimming | 56,62 | 56% - 65% | enough |

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| | | | | |
|---|---|-------|-----------|------------------|
| 2 | The students' comprehension in scanning | 75,75 | 76% - 85% | good |
| 3 | The students' reading comprehension abilities | 66,12 | 66% - 75% | More than enough |

Based on the classification above, the frequency of the students' reading comprehension abilities are presented in the following table.

Table 6. The Frequency of the Students' Reading Comprehension Abilities

| NO | CLASSIFICATION | F (Number of the Student) | % |
|-------|------------------|------------------------------|------|
| 1 | Excellent | 1 | 1,25 |
| 2 | Very good | 16 | 20 |
| 3 | Good | 24 | 30 |
| 4 | More than enough | 16 | 20 |
| 5 | Enough | 14 | 17,5 |
| 6 | Poor | 7 | 8,75 |
| 7 | Very poor | 1 | 1,25 |
| 8 | Bad | 1 | 1,25 |
| 9 | Very Bad | 0 | 0 |
| Total | | 80 | 100 |

Based on the frequency of the students' reading comprehension abilities above, the students abilities were in excellent and bad. There was no students who had very bad abilities. Most of the students had *good* abilities (31%), and 1,25% students had *bad* abilities. The students who had very good were 20%, more than enough (20%), enough (17,5 %), and poor (8,75%). The same frequency of the students' abilities were excellent, very poor, and bad, those were 1,25%.

4.4 Discussion

Based on the data analysis presented in table 4 above, it can be seen that the percentage of the students' comprehension in skimming is 56,62 %, that lies on the interval score of 56% - 65 %. It can be interpreted that the students' comprehension in skimming is enough. Then, the percentage of the students' comprehension in scanning is 75,75 %, that lies on the interval score 76%- 85%. It can be interpreted that the students' comprehension in scanning is good. Finally, the percentage of the students' reading comprehension abilities is 66,12 %, which lies on the interval score 66% - 75%. Thus, it can be interpreted that the students' reading comprehension abilities is more than enough.

Based on the frequency of the students' reading comprehension abilities, the students' abilities were as follows: good 30%, very good 20%, more than enough 20%, enough 17,5%, poor 8,75%, excellent was 1,25%, very poor 1,25%, bad 1,25%, and very bad 0%.

The results indicated that the students had better scores in scanning than skimming because in scanning they could easily find specific information in the text, while in skimming, they still have problems to find the main ideas and the gist or the topic of the text. Thus, the students need to be practiced a lot doing the problem related to the skimming skill so that their reading comprehension abilities improve.

Possibly causes affect the students' reading comprehension abilities as follow:

1. Learner/ students factors

Student factor is one of the important aspect affecting reading comprehension. Students are the object of the teaching learning process so everything which has been given to the students must be based on the learner's need. There are three factors affecting reading skills based on the students side. They are background knowledge, motivation, and reading ability. (1) Background knowledge. The students too have background knowledge about the topic of a reading text book will help the students in understanding the reading textbook, (2) Motivation is important factor in understanding a reading textbook because the reader can understand the reading textbook in deeply if the reader has high motivation to read, (3) reading ability is the successfulness of the reader in understanding the reading textbook is influenced by whether there is relevancy or not between the reader's reading ability level and the reading required by the reading

textbook.

2. Science and technology Factor

Since the students are demanded to follow the development of science and technology so the material of reading comprehension abilities must be relevant to the techniques of reading specially in skimming or getting the main idea, and scanning or getting the details

3. Environment and society

Everything which is provided in reading comprehension abilities must have a good relationship with environment and society. Student is someone who will be the member of society so they must learn how to be good member of the society and live in surrounding their environment to survive their life. Since the students have responsibility to follow the development of society and environment so the reading material suggested must be relevant with the environment and society. The reason is to make easy for the students to face their future life in real society and environment.

As a result those are some factors of reading comprehension - learners, science and technology, and environment and society- is one group which is very important to conduct reading comprehension in order to get the goal of teaching learning process.

V. CONCLUSION AND SUGGESTIONS

5.1 CONCLUSION

Based on the results of the data analysis and the discussion above, it can be concluded that the second year students' comprehension in skimming was 56,62 % or enough, while their comprehension in scanning was 75,75 % or good. The results showed that on the average, the second year students' reading comprehension abilities was 66,12 % or more than enough. It suggests that the students' reading comprehension skill should be improved, mainly their skimming skill.

Based on the frequency of the reading comprehension abilities, the students abilities were as follows: excellent was 1,25%, very good 20%, good 30%, more than enough 20%, enough 17,5%, poor 8,75%, very poor 1,25%, bad 1,25 , very bad 0%.

5.2 SUGGESTIONS

Based on the research results, some suggestions are given to the following people:

a) The English Teacher

The English teachers at MAN I Jember should be more active in teaching and using the appropriate strategies in teaching English, mainly in teaching the reading skill. Furthermore, they should be more creative in determining the techniques used in teaching the reading skill to improve the students' reading skill that support their English achievement.

b) The Students

The second year students of MAN I Jember are suggested to read English texts a lot, mainly to practice the skimming and scanning skills to develop their reading comprehension abilities.

c) The Other Researcher

It suggested that the other researchers conduct further researchers dealing with the students' reading comprehension abilities either through the experimental research or the action research to improve or develop the students' reading skill.

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1983
122

1011
983
22



RESEARCH MATRIX

| E | PROBLEM | VARIABLES | INDICATORS | DATA RESOURCES | RESEARCH METE |
|---|--|---|--|--|--|
| ve e eading ision MAN I e Year. | Major problem: How is the students' reading comprehension at MAN I Jember in the academic year 1999/2000 Minor problems : 1. How is the students' comprehension in skimming. 2. How is the students' comprehension in scanning . | The Students' Reading Comprehension Abilities | 1. The students' comprehension in skimming 2. The students' comprehension in scanning | 1. The Subject of The Study: The Second Year Students at MAN I Jember in the 1999/2000 Academic Year 2. Informant: The English Teacher 3. Documents. | 1. Area Determination: Purposive Method 2. Respondent determination method : Proportional Random sampling by 3. Data collection Method • Primary Data : Reading test • Supporting Data : a) Interview b) Documentation 4. Data analysis method $E = \frac{n}{N} \times 100\%$ Note: E=Percentage of the students' reading comprehension ability n = the students' scores N = total scores of the iteration (Adapted from Ali, 1987: |

Reading Comprehension Test

| | |
|--------------|--------------|
| Skill | : Reading |
| Class / Cawu | : II/1 |
| Times | : 90 minutes |

INSTRUCTION

1. Write your name and your class number on the top right paper
2. Read the passage carefully and answer the questions based on the instruction given

TEXT I

Oil is often called 'black gold' because it is a very useful and valuable resource. Most machines are worked by oil. The oil industry in Southeast Asia began in 1885 when the Dutch discovered 'black gold' at Telaga Sands in North Sumatra. This discovery started off the serious search for oil in Indonesia. In 1886, Singapore first came in contact with oil. Today, Pulau Bukom - off Singapore- is the largest oil- refinery complex in Asia. Singapore has no oil deposits, but she earns about \$ 240 a minute as a service center for offshore exploration for 'black gold'.

Miilion of dollars are spent on the search for 'black gold'. Oil companies employ the services of geophysical survey firms to help them locate oil - bearing areas. They survey the earth structure and tell the companies whether a certain area has oil or not. Many nations like Japan buy a lot of oil from Southeast Asia. Because of this, Indoneisa, Malaysia, and Brunei are helping one another to keep the oil hunt going.

When an oil company decides to build an oil-rig and start drilling for oil, it has to spend alot of money. Each oil rig is expensive to build. Because it stands so far away from land, everything that it needs- such as food and supplies- cost more. Besides this, the companies must pay very good wages to keep their workers happy. Thus, it may cost an oil company as much as \$ 30,000 a day to keep and run an oil-rig.

Living on board an oil-rig can be lonely and dangerous. Heavy storms can spring up suddenly and cause strong winds and huge waves to crash into the rig. Also, as oil catches fire and burns easily, the workers face great risk all the time

(Taken from: Guided English Skills 3)

Read the text once again as quickly as possible

I. Skimming

A. Based on the text, choose the best answer of the available options to the following questions.

1. What is the main idea of first paragraph?
 - a. oil is very useful and valuable
 - b. oil is black gold
 - c. oil is valuable resources
 - d. Oil is very useful

2. What is the main idea of the second paragraph ?

- a. it is implicitly stated
- b. millions of dollars are spent on the search for 'black gold'
- c. oil companies employ the service of geophysical survey to locate oil – bearing areas
- d. all of the options are wrong

3. What is the topic of the third paragraph ?

- a. oil company
- b. when oil company build and start to drill for oil
- c. oil-rig is expensive to build
- d. all of the options are wrong

4. What is the main idea of the last paragraph ?

- a. Living on board an oil-rig can be lonely and very dangerous
- b. The workers face great risks all the time
- c. it causes strong winds
- d. Heavy storms can spring up

5. Choose the best title of this text ?

- a. Industri of Black gold
- b. Black gold
- c. Exploration of black gold
- d. Oil refinery in Asia

II. Scanning

B. Choose the best answer for each question based on the text

6. When did Dutch discover 'black gold' at Telaga Sands ?

- a. 1886
- b. \$ 240
- c. 1885
- d. \$ 30,000

7. Where did the Dutch discover 'black gold' ?

- a. At Telaga Sands in North Sumatra
- b. In Pulau Bukom, near Singapore
- c. In Singapore itself
- d. Southeast Asia

8. How much is spent on the search for 'black gold' ?

- a. \$ 30,000
- b. \$ 240
- c. Millions of dollars
- d. 1885

9. Where is the largest oil-refinery complex in Asia ?

- a. Southeast Asia
- b. Dutch
- c. Pulau Bukom, near Singapore
- d. At Telaga Sands in North Sumatra

10. How much does Singapore earn per minute as a service center for offshore exploration for 'black gold' ?

- a. \$ 240 a minute
- b. A lot of money
- c. millions of dollars
- d. \$ 30,000 a day

10. How much does Singapore earn per minute as a service center for offshore exploration for 'black gold' ?

- a. \$ 240 a minute
- b. A lot of money
- c. millions of dollars
- d. \$ 30,000 a day

Text II

Leonardo da Vinci was a scientist, inventor, architect, painter, sculptor, author, bridge builder, costume designer, and musician - among other things. He was born at Vinci, near Florence in Italy, in 1452. Even as a child he had the habit of applying his scientific curiosity to art. Once a peasant asked the talented boy to paint a dragon on his shield. Leonardo captured some lizard, crickets, grasshoppers, snakes, and bats and studied them in his room. Then he combined parts from each and contrived the most horrifying dragon imaginable.

Leonardo was trained in Florence. It is said that his skills were so great that his teacher became ashamed of his own work and gave up painting for good. For 18 years Leonardo lived at the court of the Duke of Milan, where he applied all of his talents. He even found time to discover the human circulatory system (the veins and arteries through which blood passed).

Leonardo was a scientist through and through. Even when he painted, he made experiments with techniques and materials. For this reason, many of his works have not lasted. His 'Last Supper' was done with oil paint on a plaster wall. The dampness of the plaster caused the oil paint to deteriorate. Nevertheless, the 'Last Supper' is a masterpiece.

Another painting which is very famous is the 'Mona Lisa'. This is the portrait of a smiling woman. While he was painting this portrait, Leonardo used musicians, singers, and jesters to keep the Mona Lisa in a merry mood. The pleasure which was reflected in the Mona Lisa's face was captured with great skill. This painting seems to be alive as the beautiful woman who sat for it.

In 1500 Leonardo returned to Florence. There he experimented again when he painted the 'Battle of Anghiari'. He was trying to revive the secret ancient Egyptian technique called encaustic painting in which paints made of pigments and wax are used. One sunny, warm day, the painting actually melted right on the wall. The whole population of the city was beset by gloom. But Leonardo like all scientists, knew that experimentation produces more failures than successes.

Around that time, Rome replaced Florence as the center of Renaissance activity. Leonardo went there, but did not get along well with Pope Leo X. The main reason was that Leonardo worked slowly, and the Pope was more accustomed to the productivity of Raphael - who also was a painter.

(From: Wonderful World of Knowledge)

Read the text once again as quickly as possible

I. Skimming

A. Based on the text, choose the best answer of the available options to the following questions.

12. What is the main idea of the second paragraph ?

- a. Leonardo was trained in Florence
- b. Leonardo applied all of his talents at the Duke of Milan
- c. Leonardo discover the human circulatory system
- d. Leonardo gave up painting for good

13. What is the main idea of the fourth paragraph ?

- a. it implicitly stated
- b. Leonardo used musician, jester, and singer to keep Monalisa
- c. Monalisa is one of the famous paintings Leonardo da Vinci
- d. all of the options are wrong

14. What is the main idea of the last paragraph ?

- a. it is explicitly stated
- b. When Leonardo was in Rome
- c. Rome replaced Florence as the center of Renaissance activity
- d. all of the option are wrong

15. What is the best title of this text ?

- a. Renaissance
- b. Leonardo
- c. Raphael
- d. Rome

II. Scanning Test

B. Choose the best answer for each question based on the text

16. Where was Leonardo born ?

- a. At Vinci
- b. At Duke of Milan
- c. at Florence
- d. In Rome

17. How long did Leonardo live at the Duke of Milan ?

- a. In 1500
- b. For 18 years
- c. In 1452
- d. For 5 years

18. When did Leonardo return to Florence ?

- a. In 1452
- b. In 1500
- c. In 1975
- d. In 1999

19. What is the Monalisa ?

- a. a singer
- b. a jester
- c. a musician
- d. the potrait of a smiling woman

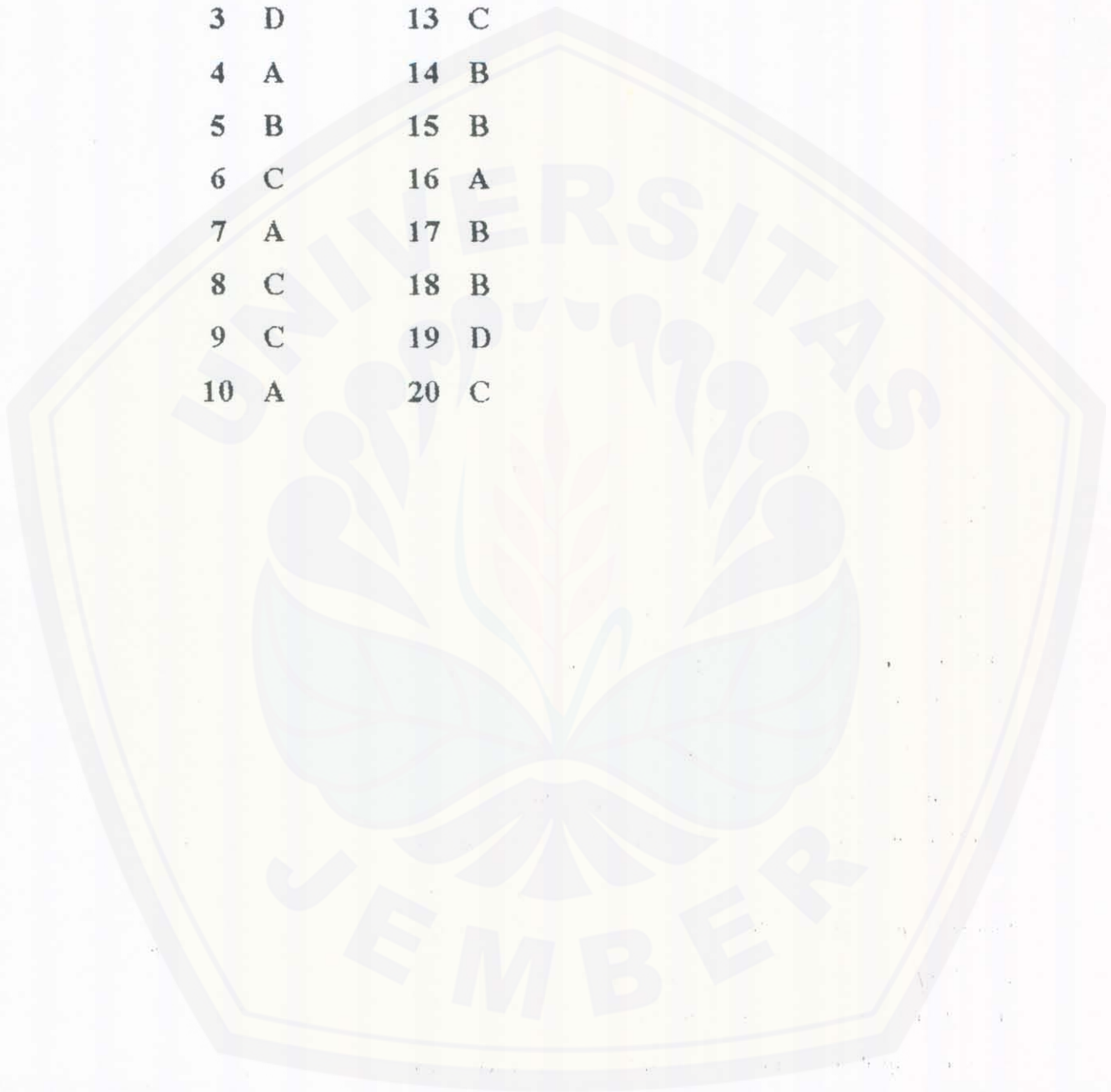
20. Where is the central of the Renaissance activity ?

- a. Milan
- b. Vinci
- c. Rome
- d. Florence

BIBLIOGRAPHY

Answer Key

| No | | No | |
|----|---|----|---|
| 1 | B | 11 | A |
| 2 | B | 12 | A |
| 3 | D | 13 | C |
| 4 | A | 14 | B |
| 5 | B | 15 | B |
| 6 | C | 16 | A |
| 7 | A | 17 | B |
| 8 | C | 18 | B |
| 9 | C | 19 | D |
| 10 | A | 20 | C |



APPENDIX 4.

RESEARCH INSTRUMENTS

INTERVIEW QUESTIONS

1. What Approach do you use in the English teaching ?
2. Could you tell me the English teaching by using the Communicative or Meaningfulness Approach?
3. Could you explain the techniques used in the teaching of reading ?
4. Do you use the techniques of skimming and scanning in teaching reading ?
5. Do you have problems in applying skimming and scanning in teaching the reading skill?
Do the students have problems with skimming and scanning ?
7. What kind of books do you use in teaching English ?
8. Do you use another book?If there is another book.Please mention it?

GUIDE OF DOCUMENTATION

| NO | Supporting Data Information | Data Resources |
|-----------|------------------------------------|-----------------------|
| 1. | The school location | Document |
| 2. | The names of respondent | Document |
| 3. | The school facilities | Document |
| 4. | The school personnel | Document |

APPENDIX: 5

THE NAMES OF RESPONDENT

| No | Name | Class | No | Name | Class |
|-----|-----------------------|-------|----|-------------------|-------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1. | Achmad Rahmawan | II.A | 41 | Deny novianto | II.G |
| 2. | Afidah Aryanti | II.A | 42 | Bagus Prasetyo | II.G |
| 3. | Akhmad Subkhan | II.A | 43 | Devi Paseli | II.G |
| 4. | Anang Pranoto Hidayat | II.A | 44 | Clara Pujiningrum | II.H |
| 5. | Anik Prasetyowati | II.A | 45 | Choiruningsih | II.H |
| 6. | Awaludin Setiawan | II.A | 46 | Santoso | II.H |
| 7. | Baitus Lukman Hakim | II.B | 47 | Dina | II.H |
| 8. | Enndartini | II.B | 48 | Candra Prasetyo | II.H |
| 9. | Dini Susmiati | II.B | 49 | Elis Prihatini | II.H |
| 10. | Erdina Suryanti | II.B | 50 | Eko Sulistyowati | II.I |
| 11. | Dhenyunus F.N | II.B | 51 | Projo Ardono | II.I |
| 12. | Ika Astuti | II.B | 52 | Dian KusumaRini | II.I |
| 13. | Dwi Desi Kurniawati | II.C | 53 | Sofiah | II.I |
| 14. | Maulana | II.C | 54 | Darni Anggraeni | II.I |
| 15. | Diah Puspitarini | II.C | 55 | Faisal Reza | II.I |
| 16. | Ika Trisnawati | II.C | 56 | Erika Sophia | II.J |
| 17. | Fadian Ibrahim | II.C | 57 | Dwi Surjono | II.J |
| 18. | Kokoh Setiawan | II.C | 58 | Fahmil Faris | II.J |
| 19. | Faridaniansah | II.D | 59 | Ninik Fauziah | II.J |
| 20. | Frita Kartika Senja | II.D | 60 | Maulina Rodiah | II.J |
| 21. | Noer Muhammad | II.D | 61 | Hanan Salim | II.J |
| 22. | Hestu Tri Maharani | II.D | 62 | Noldi Rozak | II.K |
| 23. | Is Pranata | II.D | 63 | M. Salifuddin | II.K |
| 24. | Lia Azkaniazi | II.D | 64 | Maria Sofia | II.K |
| 25. | Lidia Koes Diana | II.E | 65 | Prasetyo Budiman | II.K |

| 1 | 2 | 3 | 4 | 5 | 6 |
|-----|------------------------|------|----|------------------|------|
| 26 | Debri Hasari | II.E | 66 | Nuraini Maharani | II.K |
| 27. | Maulidia | II.E | 67 | Nurul Kotimah | II.K |
| 28. | Mochtar Y.A. | II.E | 68 | Prastiwi | II.K |
| 29. | Novita Amalia Widiанти | II.E | 69 | M. R. Fadel | II.L |
| 30. | Nurindra Yoga S. | II.E | 70 | Subekti Setiono | II.L |
| 31. | Nyimas Nuri Supri H. | II.F | 71 | Farouk Zaki | II.L |
| 32. | Panji Hindarto | II.F | 72 | Zakaria A | II.L |
| 33. | Primeri Mahardini | II.F | 73 | Rizki Abdullah | II.L |
| 34. | Radiana Puspita Sari | II.F | 74 | Panji Saptono | II.L |
| 35. | Randi Pranoto | II.F | 75 | Singgih laksono | II.M |
| 36. | Ridwan Haris | II.F | 76 | Soni Kurniawan | II.M |
| 37. | Bachtiar Geat Andi P. | II.F | 77 | Sri Sukma Imron | II.M |
| 38. | Rinukti Kartika Sari | II.G | 78 | Ulfat Fuad | II.M |
| 39. | Susan Maria Anjar B. | II.G | 79 | Zainal Arifien | II.M |
| 40. | Yohana Aditya Majesti | II.G | 80 | Iis Kurniawati | II.M |

Perihal : Permohonan Ijin Penelitian

Jember, 27 - 9 - 1999

Kepada

Yth: Bapak Kepala Madrasah Aliyah Negeri I
Jember

Dengan Hormat,

Yang bertanda tangan dibawah ini kami :

Nama : Heny Dwi Agusriani
Nim : 940 210 7126
Fakultas : Keguruan Ilmu Pendidikan
Jurusan / Program : Pend. Bahasa dan Seni / Pend. Bhs. Inggris

Dengan ini kami mohon ijin untuk mengadakan penelitian di MAN I Jember.

Adapun maksud diatas guna memenuhi persyaratan skripsi yang berjudul :

“A Descriptive Study of Students’ Reading Comprehension
Achievement of the Second Year Students at MAN I Jember in the
Academic Year of 1999/2000”

Demikian surat permohonan ijin kami buat, atas perhatian dan perkenanan
Bapak Kepala MAN I Jember kami ucapkan terima kasih.

Mengetahui

Kepala MAN I Jember



(Drs. H. DULHALIM)

NIP. 150 048 045

Hormat Kami

Pemohon,

(HENY DWI AGUSRINI)

NIM. 940 210 7126

nomor : 3032 /PT.32.H5.FKIP/I.7' 99.

Jember, 27 - 9 - 1999..

jenis : Proposal

perihal : Ijin Penelitian

kepada : Yth.Sdr. Kepala MAN I Jember

di -

Jember

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

Nama : HENY DWI AGUSRINI
Nim : 940 210 7126
Program/Jurusan : Pendidikan Bahasa Inggris / PBS

Berkenaan dengan penyelesaian studynya , maka mahasiswa tersebut bermaksud melaksanakan penelitian dengan judul :

A DESCRIPTIVE STUDY ON READING COMPREHENSION ABILITY OF THE SECOND YEAR STUDENTS AT MAN I JEMBER IN THE ACADEMIC YEAR 1999 / 2000

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.

DEPARTEMEN AGAMA
MADRASYAH ALIYAH NEGERI I JEMBER
JL. IMAM BONJOL 54 PO BOX 168 Telp (0331) 485109 FAX 484651
JEMBER 68101

SURAT KETERANGAN

Nomor: MA. M-9./TL.00./623/1999

Yang bertandatangan di bawah ini Kepala Madrasah Aliyah I Jember menerangkan dengan sebenarnya bahwa:

Nama : Heny Dwi Agusri
Tempat/tgl Lahir : 9 Agustus 1975
NIM : 1994
Pekerjaan : Mahasiswa Keguruan dan Ilmu Pendidikan Universitas Jember
Program/ Jurusan : Bahasa Inggris/ Pend. Bahasa dan Seni

Telah mengadakan penelitian untuk menyusun skripsi di Madrasah Aliyah Negeri I Jember terhitung mulai 27 September s/d 2 Oktober 1999 dengan judul

A DESCRIPTIVE STUDY ON THE STUDENTS' READING COMPREHENSION ABILITIES OF THE SECOND YEAR STUDENTS AT MAN I JEMBER IN THE 1999/2000 ACADEMIC YEAR

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya dan bagi yang bersangkutan agar maklum

Jember, 4 Oktober 1999

Kepala MAN I Jember



(Drs. H. DULHALIM)

NIP. 150 048 045

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : Heny Dwi Agusrini
 Nim / Jurusan / Angkatan : 94 021 07 126
 Judul Skripsi : A DESCRIPTIVE STUDY ON
COMPREHENSION ABILITIES OF THE SECOND YEAR STUDENTS AT
MAN I JEMBER IN THE 1999 / 2000 ACADEMIC YEAR
 Pembimbing I : _____
 Pembimbing II : Dra. SITI SUNDARI, MA
 KEGIATAN KONSULTASI :

| No. | Hari tanggal | Materi Konsultasi | Tt. Pembimbing |
|-----|-------------------|-------------------------|----------------|
| 1. | 8 April 1999 | Judul dan Matrik | |
| 2. | 16 Juni 1999 | Revisi Judul dan Matrik | |
| 3. | 4 Juli 1999 | Chapter I | |
| 4. | 10 Agustus 1999 | Revisi Chapter I | |
| 5. | 10 Agustus 1999 | Chapter II | |
| 6. | 6 September 1999 | Revisi Chapter II | |
| 7. | 6 September 1999 | Chapter III | |
| 8. | 27 September 1999 | Seminar | |
| 9. | 12 Oktober 1999 | Revisi Seminar | |
| 10. | 2 November 1999 | Chapter IV & V | |
| 11. | 8 November 1999 | Revisi IV & V | |
| 12. | 24-November 1999 | Chapter I,II,III,IV,V | |
| 13. | | | |
| 14. | | | |
| 15. | | | |

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.