#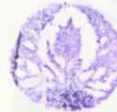 A DESCRIPTIVE STUDY OF THE SECOND YEAR STUDENTS' ACHIEVEMENT IN READING DIALOGUES AT SLTPN 3 JOMBANG IN THE 2003/2004 ACADEMIC YEAR

THESIS

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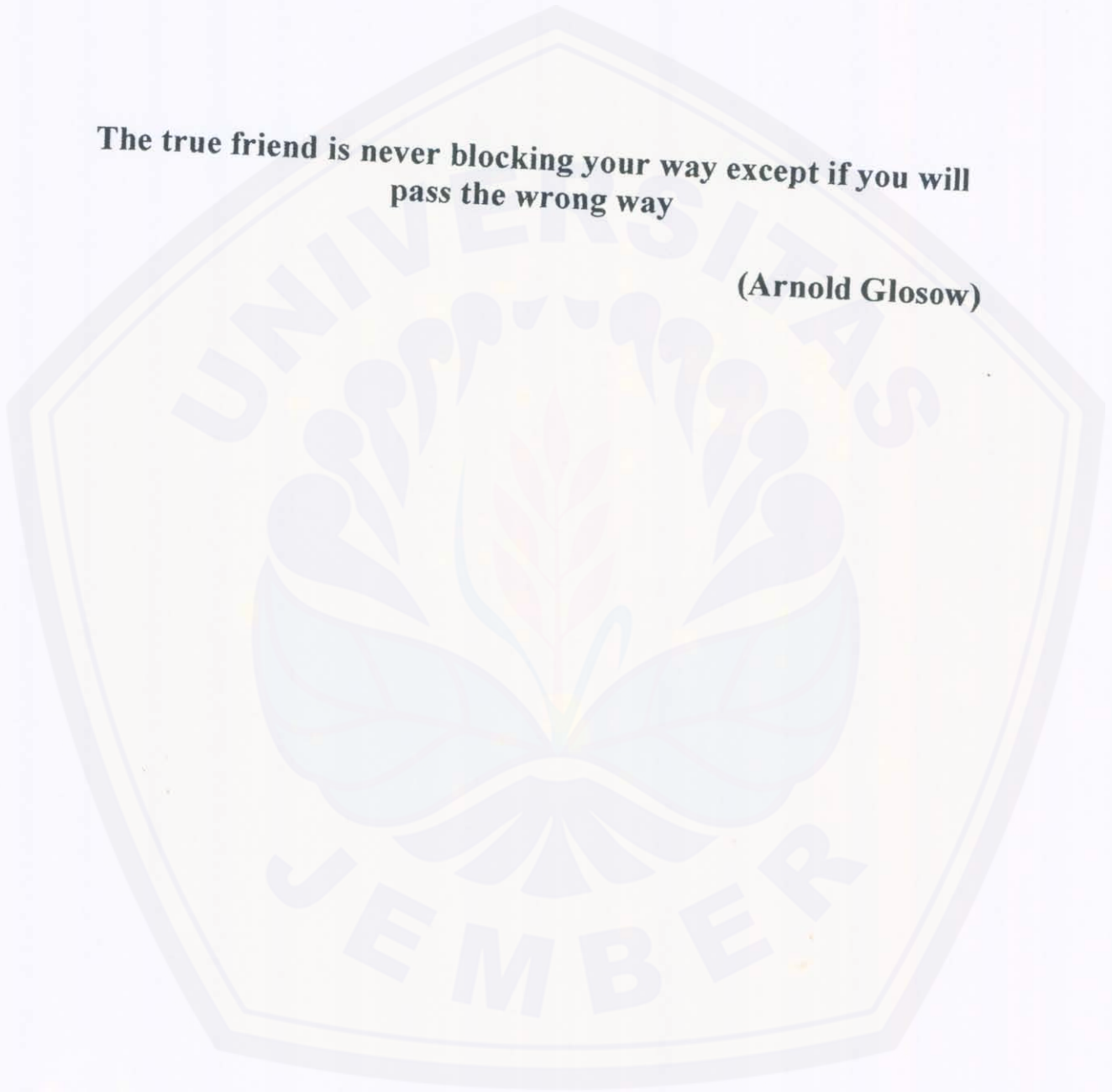
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ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
AUGUST 2004

MOTTO

The true friend is never blocking your way except if you will pass the wrong way

(Arnold Glosow)

DEDICATION

This thesis is dedicated to:

1. My beloved mother (Sunimah) and my dearest father (Drs. Asmad).
2. My beloved husband (Budi Setiawan, ST).
3. My beloved brother and his family (Mas Tomo, Mbak Ifa and Fikri).
4. My best friends (Yanti, Nina, Poppy, Restu, Santi, Tanti and Carla)
5. My best friends in the boarding house (Teten, Denok, Yessi and all of the Tanjung Limo Community)
6. My almamater

CONSULTANT APPROVAL

A Descriptive Study of the Second Year Students' Achievement in Reading Dialogues at SLTPN 3 Jombang in the 2003/2004 Academic Year
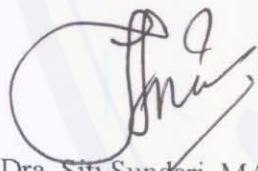
THESIS

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This Thesis is Approved and Received by the Examination Committee of the Teacher Training and Education Faculty, the University of Jember
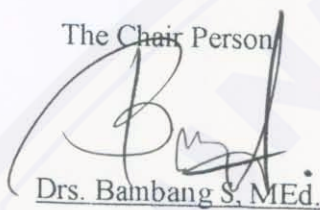
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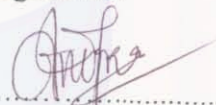
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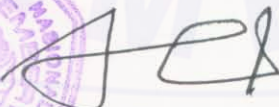
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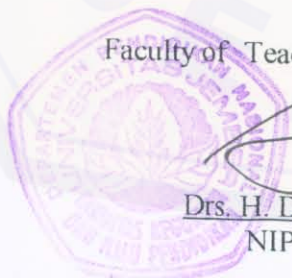
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ACKNOWLEDGEMENT

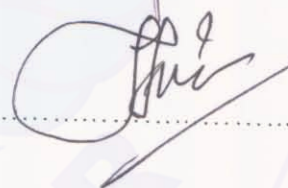First of all, I would like to express my greatest gratitude to Allah SWT who has given me blessings and mercies. I would also like to express my deepest appreciation and sincerest thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University
2. The chairperson of the Language and Arts Department
3. The chairperson of the English Education Program
4. The first and the second consultants who have given me guidance and valuable suggestions in writing this thesis
5. The Headmaster of SLTPN 3 Jombang
6. The English teacher and the second year students of SLTPN 3 Jombang

Finally, I hope this thesis provides advantages to the readers. Any criticism and inputs that contribute to improve this thesis would be appreciated.

Jember, August 2004

The Writer

TABLE OF CONTENTS

V   **CONCLUSIONS AND SUGGESTIONS**

BIBLIOGRAPHY

APPENDICES:

1. Research Matrix

2. Interview Guide and Documentation Guide

3. Reading Test

4. Answer Key

5. Distribution of the Test Items

6. The Questionnaire of the Test Items Appropriateness

7. The Names of Respondents

8. The Permit of Conducting the Research from FKIP-UNEJ

9. The Statement Letter of the Research from SLTPN 3 Jombang

10. The Consultation Sheets

ABSTRACT

Cahya Budiwati, 2004, **A Descriptive Study of the Second Year Students' Achievement in Reading Dialogues at SLTPN 3 Jombang in the 2003/2004 Academic Year.**

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

Consultants : (1) The first consultant : Dra. Siti Sundari, MA
(2) The second consultant : Drs. Bambang Arya WP

Key words: Reading Comprehension, dialogues

The objective of this research was to describe the second year students' achievement in reading dialogues, covering finding general information and specific information of the dialogues at SLTPN 3 Jombang in the 2003/2004 academic year. The research design was descriptive. The respondents were the second year students of SLTPN 3 Jombang in the 2003/2004 academic year that were taken by proportional random sampling. The number of the sample was 44 students. The main data were collected by reading comprehension test, while the supporting data were obtained from interview, documentation and questionnaire. Then, the collected main data were analyzed quantitatively and descriptively to answer the research problems. The results of data analysis showed that on the average, the students' achievement in reading dialogues was categorized as more than enough (73.90%). Specifically, on the average, the students' achievement in finding general information was categorized as more than enough (69.03%) and was categorized as good (76.20%) in finding specific information. Therefore, it is suggested that the teacher should give more reading dialogues to the students in order to improve the students' achievement in reading dialogues, especially in finding general information of the dialogues.

THE LIST OF TABLES

I. INTRODUCTION

1.1 Research Background

English is a foreign language taught as a compulsory subject for all secondary schools (SLTP) in Indonesia. Based on the 1994 English Curriculum for SLTP, the aim of English teaching at Junior High School is to enable students to have skills in reading, writing, speaking, and listening. The great emphasis of the English teaching is on reading to develop the students' achievement in English. The teaching materials are organized based on the themes and presented integratedly (Depdikbud, 1995: 1).

Reading has a great function in mastering English. It is supported by Kustaryo (1988:1) who says that reading is one of the important language skills in learning language beside speaking, listening and writing. Further, she states that through reading, beside getting information and knowledge, the students' vocabulary can be improved (1988: 1). If students have large vocabulary, it will be easier for them to master writing, speaking, and listening. So, reading is an important skill that is very helpful for the students to improve the other language skills.

As most teachers know, there are many kinds of materials used in teaching language. A dialogue is one of language materials that can be used for teaching language. It is supported by Dobson (1972: 22) who says that a dialogue is an important language material to language learning. Further, she states that a dialogue fulfills a whole range of function in the language classroom (1972: 21). It means that dialogues can be used for teaching any kinds of language skill, including teaching reading to improve the students' achievement in reading comprehension.

The reason of choosing dialogues as reading material is because they give some advantages in language class. It is supported by Dobson (1972: 20-21) who states that a dialogue is an excellent vehicle to improve the students' vocabulary because it contains some words and idioms. Besides that, dialogues

help the students practice their grammar and structure because the language used in dialogues is based on correct structure in the reading matter. Moreover, the natural and the compact form of a dialogue make it meaningful and easy to memorize (Dobson, 1972: 21).

The dialogues used as reading material are the written form of dialogues. Eskey (1971: 15) says that every reading material is, to some extent, based on the spoken form. It can be said that sometimes reading materials are based on the spoken language, such as written dialogues, the script of role-play and drama.

Dealing with reading comprehension, a good comprehension means an accurate and efficient reading to get all information from reading material with minimum of misunderstanding (Swan, 1999: 1). Based on the idea, in reading dialogues, it is important for the students to comprehend all information from the dialogues including general information and specific information of the dialogues.

Finding general information means finding the information that deals with the main point of the reading material (Harmer, 1983: 144). The general information of the dialogue is the main point of the dialogue that deals with the title, the topic, and the main idea of the dialogues. Finding specific information of the dialogues is as important as finding general information for further comprehension. Grellet (1996: 4) says that finding specific information is an accurate activity involving reading for details. According to Wong (1999: 366), supporting details include facts, examples, explanations, definitions, and any other kinds of details that support the main idea. In line with the idea, specific information of the dialogues means the information that deals with the supporting ideas of the dialogues.

Based on the interview with the English teacher and the class observation done by the researcher (as preliminary study) at SLTPN 3 Jombang, it is known that the English teacher has been teaching reading dialogues in order to improve the students' achievement in reading comprehension. The activity of the students in reading dialogues is focused on finding information from the dialogues that includes general information and specific information of dialogues. The

topics of the dialogues are chosen based on the themes presented in the 1994 English Curriculum for SLTP.

Based on the explanations above, written dialogues are suitable to be used for reading material. Reading dialogues are taught to the students to increase their reading comprehension achievement. Therefore, a research entitled: "*A Descriptive Study of the Second Year Students' Achievement in Reading Dialogues at SLTPN 3 Jombang in the 2003/2004 Academic Year*" was conducted.

1.2 Problem Formulations

Based on the background above, the problems are formulated into general and specific problems.

1.2.1 The General Problem

In general, the problem is formulated as follows:
How is the second year students' achievement in reading dialogues at SLTPN 3 Jombang in the 2003/2004 academic year?

1.2.2 The Specific Problems

Specifically, the problems are formulated as follows:
1. How is the second year students' achievement in finding general information of the dialogues at SLTPN 3 Jombang in the 2003/2004 academic year?
2. How is the second year students' achievement in finding specific information of the dialogues at SLTPN 3 Jombang in the 2003/2004 academic year?

1.3 Operational Definition of the Terms

The terms that are necessary to be defined operationally are: the students' reading achievement, dialogues, reading comprehension, general information and specific information of dialogues.

a. The students' reading achievement means the results of reading test through dialogues in the form of scores achieved by the students after being taught by the English teacher in the class.

b. Dialogues mean a language model in the form of short conversations between the speakers that functions as the reading material.

c. Reading comprehension means the thinking process to get information from written dialogues that includes general information and specific information of the dialogues by using the students' reading skills and prior knowledge.

d. General information of the dialogues means the information that deals with the main points of the dialogues. It includes the information about the title, the topic and the main idea of the dialogues.

e. Specific information of the dialogues means the information that deals with the supporting ideas of the reading dialogues.

1.4 Research Objectives

Related to the problems above, the objectives of the study include the general objective and the specific objectives.

1.4.1 General Objective

The general objective of this research is to describe the second year students' achievement in reading dialogues at SLTPN 3 Jombang in the 2003/2004 academic year.

1.4.2 Specific Objectives

In particular, the objectives of the research are as follows:

1. To describe the second year students' achievement in finding general information of the dialogues at SLTPN 3 Jombang in the 2003/2004 academic year.

2. To describe the second year students' achievement in finding specific information of the dialogues at SLTPN 3 Jombang in the 2003/2004 academic year.

1.5 Significances of the Research

By conducting this research, the results are expected to be useful for the English teacher, the students and other researchers.

1.5.1 The English Teacher

The results will be useful for the English teacher as information to know the students' achievement in reading, especially in reading dialogues. It includes finding general information and finding specific information of the dialogues. The results of the reading test can be used as consideration to improve the teaching quality of reading to increase the students' reading achievement.

1.5.2 The Students

The results of the test given are useful for the students as information to know their achievement of reading, especially in reading dialogues. So, they will be motivated to improve their reading skill.

1.5.3 Other Researchers

The results of the research are expected to be significant for other researchers as a reference for a further research in the similar topic by using a different design, such as by using another reading technique for improving the students' reading achievement through an experimental or an action research.

II. REVIEW OF RELATED LITERATURE

The review of related literature in this chapter concerns with the theories related to the research problem. It covers the students' reading achievement, definitions of dialogues, factors of a good dialogue, reading comprehension of dialogues, types of reading comprehension skills, some factors affecting reading comprehension and the advantages of using dialogues as reading material.

2.1 The Students' Reading Achievement

According to Hornby (1986: 8), achievement is something achieved with effort and skill. Winkle (1986: 162) states that achievement is the result of successful effort that can be obtained. The students' achievement can be acquired by testing their skills using appropriate assessment (test) in order to know their reading skill after finishing the lessons. The reading achievement in this research is the results of reading test through dialogues in the form of scores achieved by the students after being taught reading dialogues by the English teacher in the class.

2.2 Definitions of Dialogues

A dialogue is a short conversation between two people, presented as a language model that is probably the oldest of all language materials (Dobson, 1972: 20). Hornby (1986: 381) states that a dialogue is writing in the form of a conversation or talk. Based on the ideas, a dialogue is a language model in the form of a short conversation between the speakers that functions as a reading material.

In this case, Dobson (1972: 20) states that a dialogue is a social unit of speech that involves two speakers, and it furnishes students with social context to practice the new language. Further, she says that dialogues represent the real communication of ideas from one person to another (1972: 20). So, it means that

6

the language used in a dialogue is real and natural because it is used in real life situation.

The form of dialogue is as isolated words or loose sentences (the sentences stand independently but they still have contextual relationship to another sentences). Hodge (1981:19) says that the loose sentences in a conversation are natural and communicative in normal communication. Dobson (1972: 20) gives an example of a dialogue that consists of the loose sentences in order to make it natural and communicative. The example of the dialogue is as follows:

A: What's the matter? You look worried.

B: I'm worried. I cannot find my key.

A: Really, you had them an hour ago.

B: I know. But what happened to them after that?

A: Maybe you left them in the cafetaria. Let's go back and see.

From the example above, it can be seen that the loose sentences that are written in the contexts of dialogues are natural and communicative because the sentences are connected to real life situation.

2.3 Factors of a Good Dialogue

There are many factors of a good dialogue. The theme of the dialogue must be relevant to the 1994 English Curriculum for SLTP. Dobson (1972: 22-23) says that a good dialogue is short, balanced and compact. It reflects natural speech and relates to other material in the lesson. Further, she explains the factors of a good dialogue as follows:

1. Brevity

Ideally, a dialogue consists of two exchanges, but in few cases a dialogue may need more exchanges to present a complete and natural conversation which deals with introduction. For example:

Jim : Who's the tall girl next to Barbara?

Charles : That's Mary Anderson. Didn't you meet her at Steve's party?

Jim : No, I wasn't at Steve's party.

Charles	: Oh! Then let me introduce you to her right now, … Mary, this is my cousin, Jim.
Mary	: Hi, Jim. I'm glad to meet you.
Jim	: I'm glad to meet you. Can't we sit down somewhere and talk?
Mary	: Sure, let's sit over there.

2. Balance

A good dialogue must be constructed in such a way that the speakers' parts are balanced (the conversation is not dominated by one speaker). For example:

Connie	: That's a beautiful cat. I wonder whom it belongs to.
Gary	: It belongs to the Browns. They live across the street from us. They have three cats, two dogs and canary.
Connie	: They certainly like pets. But how do all the animals get along with each other?
Gary	: Don't ask me. Ask the Browns!

3. Final Line

Another important feature is the ending. A good dialogue closes with a strong final line that signals a realistic stopping point in the conversation that makes it compact. For example:

Patty	: How old are you?
Susan	: Nine, but I'll be ten on May sixteenth.
Patty	: I'm older than you! I'll be ten on May fourteenth.
Susan	: Are you going to have a birthday party.
Patty	: I don't know.

This dialogue is open ended and weak as a conversation. To make it compact, a stronger curtain line is added. The final line that could be said by Patty is "Maybe, I'll have to ask my mother."

4. Naturalness

A good dialogue simulates natural speech in informal situation. It must not include language that is artificial in anyway and must reflect natural speech in any kinds of style levels. For Example:

Karen	: Brr! I'm cold. I thought it was supposed to get warmer today.
Ed	: Yeah, I thought so, too. That's what the weather man said.
Karen	: It must be the wind that makes it so cold. I'm freezing!
Ed	: Me, too. Let's go inside.
Karen	: O. K. It's no fun standing out here, even if the sun is shining.

The style of this dialogue is informal. The word "Brr", "Yeah", "O.K.", and phrases like "me, too" is informal contexts. This makes the dialogue simulate natural English in an informal situation.

5. Relevance

Besides relevant to the 1994 English Curriculum for SLTP, a good dialogue must fit with particular proficiency level. According to Dobson (1972: 28-29), the following is an outline of the level of dialogues:

A. Zero-level dialogues

Zero-level dialogue is short, simple sentences and presents everyday expressions. For example:

Paul	: Hello. How are you?
Don	: Fine, thank you. How are you?
Paul	: Fine, thanks, oh, excuse me-here's my bus. Good by.
Don	: Good by.

B. Elementary-level dialogues

Elementary-level dialogue is short, simple sentences, has limited vocabulary and presents one particular basic sentence pattern. For example:

Hellen	: Are you an engineer?
Frank	: No, I'm not. I'm a doctor.
Hellen	: How about your brother? Isn't he an engineer?
Frank	: No, he's a lawyer. My father is an engineer.

C. Intermediate-level dialogues

Intermediate-level dialogue contains longer sentences, has wide range of vocabulary, and presents several basic sentence patterns. For example:

Jane	: I hear you've been ill.
Cathy	: Well, I had the flu for a couple of weeks, but fine now.

Jane   : You are looking well. By the way, did you hear about Mrs. Jackson?

Cathy   : No, what about her?

Jane   : She had such a bad case of the flu that they had take her to the hospital.

Cathy   : Oh, I'm sorry to hear that!

D. Advanced-level dialogues

Advanced-level dialogue shows great expansion of vocabulary and presents more complex sentences types. For example:

Jim   : I know what's wrong with this drawing. It has no perspective.

Bill   : That's right. It has no feeling of depth. But then, it must be hard to give the impression of distances of a flat surface.

Jim   : It's not hard if you know certain principles of perspective. For instance, the farther away an object is smaller it looks.

Bill   : True. Now that drawing over there does have perspective. It actually looks three-dimensional!

In addition, based on the 1994 English curriculum for SLTP, some English expressions are taught to the second year students of Junior High School. For example: expressions of preference, expressions of showing sympathy and hope, expressions that describe things/people and any other expressions are presented in the curriculum. It means that the dialogue used for teaching reading should contain the expressions presented in the curriculum. Nurbaya et. al. (1996: 26) give an example of a dialogue that is used for teaching reading the second year students of SLTP:

Bobby : Hey Anita, I (1)haven't seen you for a week.

Anita   : I (2)am busy. My mother (3)is in the hospital.

Bobby : (A)*Oh, I (4)am sorry to hear that.*

Anita   : Thank you, I (5)cannot join the study group before my mother (6)gets better.

Bobby : It (7)is okey. (B)*I (8)hope your mother (9)will get better soon.*

From the example above, it can be seen that the dialogue contains the expression of showing sympathy and hope in the italic sentences (sentence A and B). It also contains large of vocabularies. The sentences are long and they use three different basic sentence patterns, they are: present perfect tense (1), simple present tense (2,3,4,5,6,7, and 8), and future tense (9). The characteristics of the dialogue above are the same as the characteristics of intermediate-level dialogues. It means that, intermediate-level dialogue is suitable for teaching reading to the second year students of SLTP as the reading materials.

2.4   Reading Comprehension of Dialogues

According to Harris and Sipay (1969: 279), reading is the process of deriving meaning from reading materials. In line with this idea, Hornby (1986: 698) says that reading is the way in which the printed or written verbal symbol is interpreted or understood. It can be said that reading is interaction between the reader and the written text, in which the reader tries to interpret and understand the text message by using his/her reading skills and prior knowledge.

Concerning with prior knowledge, Cheung (2001: 58) states that there are two types of prior knowledge. The first is students' previous knowledge of subject learned at school. The second is encountered knowledge that is what students have learned through their interactions with the world. Thus, reading is an active process that depends not only on comprehension skills, but also on the students' experiences and prior knowledge.

Reading cannot be separated from comprehension. It is supported by Smith (1991: 100) who says that one cannot even ask a 'straightforward' question because the process of reading necessarily entails comprehension. Estill and Thurner (1989: 100) note that comprehension is a special kind of thinking process. Further, Swan (1999: I) states that a good comprehension means the reader can read accurately and efficiently to get the maximum information from reading materials with a minimum of misunderstanding. In brief, reading comprehension of dialogue means the thinking process to get information from written dialogues including general information and specific information of the

dialogues by using the students' reading skill and prior knowledge. The following section will review the skill of reading comprehension that includes finding the general information and the specific information of written dialogues.

2.4.1 Finding General Information

According to Harmer (1983: 144), general information is concerned with the main point of a reading material. There are three main points of a dialogue that should be regarded by the students. The first is the title of the dialogue. Fairbairn and Winch (1996: 18) say that the title should provide some indications whether or not the reading matter is in your field of interest. It means that, by finding the title, the readers will have some descriptions about the dialogue they will read.

The second is the topic of the dialogue. Leckie and Birch (1995: 18) state that the topic of the dialogue or conversation is what the conversation tells about. So, the topic of the dialogue is one thing that the whole dialogue tells about and it is the way to find out the subject talked in the dialogues.

The third is the main idea of the dialogue. Kustaryo (1988: 13) says that the most important comprehension skill is finding the main idea. Further, she states that main idea is the essence of a reading material (1988: 18). It means that main idea of a dialogue is the essence of the dialogue. In conclusion, finding general information in this research means finding the title, the topic and the main idea of the dialogues.

2.4.2 Finding Specific Information

Besides finding general information, finding the specific information is also important for further comprehension. Specific information is new information that is added to the store of information held by the author (Leckie and Birch, 1995: 152). It means that specific information is the information that is added to support the main idea. According to Grellet (1996: 4), finding specific information is an accurate activity involving reading for details. Based on the idea, it can be said that specific information of the dialogue deals with the supporting details of the dialogues.

Wong (1999: 366) explains that supporting details include facts, examples, explanations, definitions, and any other kind of details that develop or support the main idea. So, supporting ideas of the dialogues are those facts and ideas that prove or explain the main idea of the dialogues. In conclusion, finding specific information means finding information that deals with the supporting ideas of the dialogues.

2.5 Types of Reading Comprehension Skills

According to Fairbairn and Winch (1996: 14-16) there are three types of reading comprehension skills. They are literal reading comprehension, inferential reading comprehension and evaluative reading comprehension. This research focused on literal reading comprehension and inferential reading comprehension. The literal reading skill was used for finding specific information of the dialogues, while inferential reading skill was used for finding general information of the dialogues. The following section will review literal reading comprehension skill and inferential reading comprehension skill in detail.

2.5.1 Literal Reading Comprehension Skill

According to Fairbairn and Winch (1996, 14), literal reading comprehension is the ability of the readers to interpret the explicit meaning. Burns and Roe (1984: 177) state that reading for literal comprehension involves acquiring information that is directly stated in a text. In finding specific information of the dialogues, the students are asked to read the dialogues given and they can answer the questions based on the explicit information stated in the dialogues. In this research, literal reading skill was used as the technique for measuring the students' achievement in finding specific information of dialogues. In brief, literal reading comprehension skill refers to understanding the stated information in a dialogue.

2.5.2 Inferential Reading Comprehension Skill

Inferential reading comprehension is the ability of the readers to grasp the implied meaning in the text (Fairbairn and Winch, 1996: 15). In line with the idea, Mc Whorter (1989: 254) says that inferential reading comprehension is an educated guess or prediction about something unknown based on available facts and information in a text. In finding general information of the dialogues including finding title, topic and main idea that are not explicitly stated in the dialogues, the students need to make an inference based on the available information provided in the dialogues. It means that to find the title, the topic and the main idea of the dialogues, the students need to make an inference based on the information provided in the dialogues. In this research, inferential reading skill was used as the technique for measuring the students' achievement in finding general information of dialogues, mainly about the title, the topic and the main idea of the dialogues. In conclusion, inferential reading comprehension skill refers to understanding the unstated information in the dialogues.

2.6 Some Factors Affecting Reading Comprehension

There are some factors that affect reading comprehension achievement. According to Otto et. al. (1979: 147-149), there are two factors influencing reading comprehension, they are: the characteristics of the material to be read, and the characteristics of the reader. The two factors will be discussed in detail in the following sections.

2.6.1 The Characteristics of the Material

There are three characteristics of the material that affect reading comprehension (Otto et. al, 1979: 147). The first characteristic is the level of difficulty of reading text. The material that is extremely difficult will be difficult to be understood (Otto et. al, 1979: 147). For example, the material conveying the philosophical concept is very difficult to comprehend.

The second is vocabulary. Some vocabularies that are not familiar to the students will be a problem for them. For example, the terms in a medical book

will make the student elusive, because most of its vocabularies refer to specific terms in a certain field.

The third is grammatical structure. The material that involves a complicated grammatical structure will also affect the student's comprehension because it affects the meaning of the sentences. In brief, the material that is extremely difficult and contains unfamiliar vocabulary or unfamiliar grammatical structure can reduce the reader's comprehension.

2.6.2   The Characteristics of the Reader

Beside the characteristics of the material, reading comprehension is also affected by three characteristics of the reader (Otto et. al, 1979: 148). The first is the students' prior knowledge. If the students have enough prior knowledge and experience related to the material, they will not get difficulty in comprehending it.

The second is the students' decoding skill. This skill needs the student's attention when he/she is reading a printed material. In line with this, Otto et. al (1979: 149) state that if the students have to use most of their available attention for the purpose of decoding, an insufficient quantity of attention will be left for processing the meaning of the reading material.

The third is the students' purpose in reading. This means that if the students read the reading material only for completing the task from the teacher, comprehension may be minimum, because no real focus is processed by the students. It is different if the student is really interested in reading the material, the comprehension will be easily guided. In conclusion, those factors are very important. If the student does not have prior knowledge, decoding ability, and most of interest in reading the material, he or she will find difficulty in understanding it.

2.7   The Advantages of Using Dialogues as Reading Material

There are some advantages of using dialogues as reading material in language classroom. First, Dobson (1972: 21) states that a dialogue is an excellent vehicle to improve the student's vocabulary. It contains some words and idioms

used in daily life, such as greetings, introductions and asking directions. This is very helpful for the students to enlarge their vocabulary.

Second, a dialogue offers excellent practice material in grammar and structure. Ibrahim (1972: 34) says that the English language used in conversations or dialogues will be based on correct structure in the reading matter. Further, Dobson (1972: 21) explains that all dialogues are models of grammatical structures, and they provide phrases and sentences that the learner can practice again and again as he seeks to build his own grammar base. Based on the ideas, dialogues are very useful to practice the students' grammatical structure.

Third, a dialogue is meaningful. According to Dobson (1972: 20) a dialogue represents real communication of ideas between the speakers in the real life situations. Further, she states that every dialogue must reflect natural speech, whatever the style level. It means that the language used in dialogues is real and natural because it is used in real situation. Rivers (1997: 109) who states that natural language means language that is free from affectation or artificiality and it presents in or produced by nature. It means that the language used in a dialogue is meaningful. It is supported by Dobson (1972: 21) who says that what is learned in one part of dialogue often makes meaning clear to another. So, it can be said that, the natural language used in a dialogue makes it meaningful.

The last advantage of the dialogue is easy to memorize. Dobson (1972: 21) says that the compact form of dialogue tends to make it stick in the students' mind more readily. If the students are able to memorize the material well, they will be easy to answer the questions or exercises about the material without reading the material for several times.

Based on the descriptions above, it can be concluded that dialogues are suitable for teaching reading. They can be used to improve the students' vocabulary and practice the students' grammatical structure. Besides that, the natural language and the compact form of dialogue make it meaningful and easy to memorize.

III.   RESEARCH METHODS
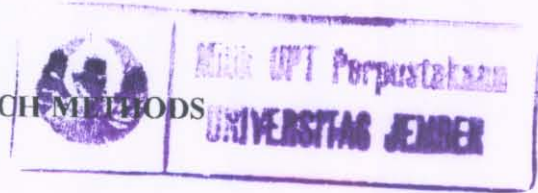
This chapter deals with the research methods that were applied in the study. They are research design, area determination method, respondent determination method, data collection methods, and data analysis method.

3.1 Research Design

This research was intended to describe the second year students' achievement in reading dialogues at SLTPN 3 Jombang in the 2003/2004 academic year. In line with this purpose, the appropriate design was descriptive. According to McMillan (1992: 144) a descriptive study simply describes a phenomenon and usually in the form of statistics such as frequencies or percentages, averages, and sometimes variability. In this research, there were two kinds of data that were analyzed. They were primary data and supporting data. The primary data were the students' scores of reading test and the supporting data were the results of interview, documentation and questionnaire.

The procedures of the research design were as follows:

1. Determining the research area purposively
2. Determining the respondents by using proportional random sampling
3. Constructing the research instruments (reading test through dialogues)
4. Consulting the test instrument to the English teacher by using questionnaire
5. Collecting the main data by giving reading test to the respondents
6. Analyzing the collected main data statistically in the percentage
7. Collecting the supporting data by interview and documentation
8. Concluding the research results descriptively to answer the research problems

3.2 Area Determination Method

To determine the research area, purposive method was used because it functions to determine the research area for a certain goal (Hadi, 1997: 82). The research was conducted at SLTPN 3 Jombang because the English teacher in this school has been teaching the reading dialogues to the second year students. It means that, the research data could be obtained in the school. Besides that, the Headmaster gave permission to the researcher to conduct the research at the school.

3.3 Respondent Determination Method

The population of this research was all of the second year students of SLTPN 3 Jombang in the 2003/2004 academic year. Arikuto (1998: 107) states that the whole population can be taken as respondents if they are less than 100 persons. If they are more than 100 persons, we can take 10%-15% or 20%-25% of population as the respondents. This research sample was taken by using proportional random sampling because every individual of population has an equal chance to become the research sample (Hadi, 1997: 228).

The procedures to take the samples were as follows:

1. Calculate the number of population.
2. Decide the number of sample
3. Calculate the number of sub-population of each class
4. Take the number of proportion of sample of each class using the formula below:

$$Ps = \frac{n}{N} \times E$$

Notes:
Ps = Proportional number
n = The number of each sub-population
N = The number of population
E = The number of required sample

5. Take the number of sample of each class using lottery

(Adapted from Arikunto, 1998: 127)

Based on the idea, the sample taken in this research was 20% of population as the respondents. The number of samples are presented in Table 1.

Table 1: The Number of Samples

Class	The Number of Students	The Number of Samples
II-A	45	9
II-B	44	9
II-C	45	9
II-D	45	9
II-E	41	8
Total	220	44

3.4 Data Collection Methods

The data of this research consisted of primary data and supporting data. The primary data were taken from reading test through dialogues, while the supporting data were taken by interview, documentation and questionnaire.

3.4.1 Reading Comprehension Test

Arikunto (1998: 139) states that test is a series of questions or exercises used to measure skill, knowledge, intelligence, and talent of individuals or group. Based on the kinds of test, achievement test was applied in this research because it was intended to measure the students' achievement in reading dialogues after they were taught reading dialogues by the English teacher. The teacher-made test was applied in this research because the test was constructed by the researcher based on the materials stated in the 1994 English Curriculum for SLTP.

Dealing with the construction of the test, Hughes (1996: 22) mentions two criteria of constructing test. They are validity and reliability. A test is said to be valid if it measures accurately what is intended to be measured (Hughes, 1996: 22). In relation to the validity, the test in this research was focused on content validity. A test is said to have content validity if its content constitutes a

representative sample of the language skill that is measured (Hughes, 1996: 23). Based on the idea, the test items were constructed based on the 1994 English Curriculum for SLTP (see Table 2) and the indicators that were measured in this reasearch. The indicators covered finding general information and specific information of the dialogues. The researcher used three dialogues as the reading materials in the test instrument and the more details was presented in Table 2 below.

Table 2: The Themes, Sub-themes and Topics of the Test Items Based on the 1994 English Curriculum for SLTP

Materials	Themes	Sub-themes	Topics
Dialogue I	Rural life	Public services	Sending a letter
Dialogue II	Clothes	Kinds of clothes	Shopping at the fashion shop
Dialogue III	Recreation	Visiting a certain place	Planning a visit

According to Nurgiyantoro (2001:103), a test should be consulted and evaluated by the expert of a certain field before being tested to the respondents to know the content validity of the test. The test was consulted to two English teachers, the English teacher of SLTPN 3 Jombang and of SLTPN 2 Jombang by giving questionnaire. The questionnaire was intended to know the appropriateness of the test before being tested to the respondents. The questionnaire is enclosed on Appendix 6.

Beside its validity, a good test must be reliable. A test is said to be reliable, if it has likely the same result when it is given at another time (Hughes, 1996: 29). The valid test is believed to be reliable. This is supported by Weir (1990: 33) who states that if a test is valid, it is also reliable. Based on the idea, since this test used content validity, it might be reliable as well. Therefore, the test reliability was not used.

The test form used in this research was objective in the form of multiple choice. This kind of test was chosen because it could test a lot of material in a

short time (Ali, 1993: 102-103). In addition, it was easier to score and create likely higher test reliability. Hughes (1996: 59) states that the most obvious advantage of multiple choice is the scoring can be perfectly reliable. The number of the test items was 25 items covering 8 items for general information and 17 items for specific information of the dialogues. Dealing with the scoring, each correct item was scored 4, so the total score of the test items was 100. The time for doing the test was 45 minutes. The test instrument is enclosed on Appendix 3.

3.4.2 Interview

According to Bogdan and Biklen (1992: 96), interview is a purposeful conversation usually between two people or more that is directed by one in order to get information from the other. This research used structured interview in which a list of questions were used as a guide in the process of interviewing.

The interview was conducted with the English teacher to get the supporting data about the curriculum applied at the school, the given materials of reading, and the books used in teaching English. The interview guide is enclosed on Appendix 2.

3.4.3 Documentation

Arikunto (1998: 148) states that documentation method is aimed at finding data or facts supporting the variables being researched from written sources, such as notes, documents, transcripts, regulations, reports agenda. In this research, documentation was used to get the supporting data about the names of respondents. The names of respondents are enclosed on Appendix 7.

3.4.4 Questionnaire

A questionnaire is a set of written questions that are used to get information from the informants, both the informant's personality or anything else he/she has known (Arikunto, 1998: 124). In this reseach, questionnaire of the test items appropriateness was used to make sure that the materials of the test instrument are appropriate to the research sample. The test items covered finding

general information and specific information of the dialogues, and matched to the 1994 English curriculum for SLTP.

The data for making the test appropriateness were collected by asking two English teachers of SLTP as the evaluators before the test being tested to the respondents. One of them was the English teacher from SLTPN 3 Jombang and the other was from SLTPN 2 Jombang. The evaluators were asked to indicate their assessment by circling either 4, 3, 2, or 1 to show their judgement of the reading test. The assessments were given to the appropriateness of the test instruction, topics of the dialogues, the vocabulary, the content of the test, the options of the test, the arrangement of the test, the number of the test, the time for doing the test and the match to curriculum by using a four-point ordinal scale from: approprite (4), fairly appropriate (3), less appriopriate (2), and not appropriate (1) as shown in Table 3.

Table 3: The Scales of Appropriateness

Scales	Description
4	Appropriate
3	Fairly Appropriate
2	Less Appropriate
1	Not Appropriate

3.5 Data Analysis Method

The primary data in this research were in the form of the students' scores of reading test through dialogues. The collected main data were analyzed in the percentage by using the following formula:

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

Notes:

$\sum$ = The percentage of the students' achievement of each indicator in reading dialogues

n = The scores of each indicator obtained by the students
N = The total score of the test items of each indicator

(Adapted from Ali, 1993: 186)

After analyzing the scores obtained by the students by using the formula above, the results were classified based on the classification of the score levels below.

Table 4: 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
< 55	Poor

(Adapted from Depdikbud, 1995: 10)

The steps in analyzing the primary data were as follows:

1. Scoring the results of the reading comprehension test
2. Analyzing the scores obtained by the students by using the percentage formula above
3. Classifying the students' scores based on the classification of the score levels presented in Table 4
4. Calculating the frequencies and the categories of the students' score levels
5. Describing the results of the data analysis to answer the research problems
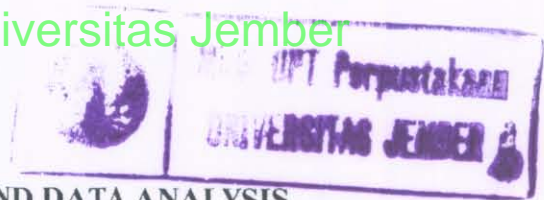
IV. RESULTS AND DATA ANALYSIS

This chapter presents the results of the research covering the primary data and supporting data. The primary data were collected by using reading comprehension test, while the supporting data were collected by interview, documentation and questionnaire.

4.1 The Primary Data

4.1.1 The Results of the Test

The primary data of this research were collected by conducting the reading comprehension test of finding general information and specific information of the dialogues. The test items consisted of 25 items covering 8 items for finding general information and 17 items for finding specific information. Each correct answer was scored 4, so, the total score of the test items was 100. The test was given on the 10th of June 2004. The results of the test were presented in Table 5.

Table 5: The Students' Scores of Reading Comprehension Test

Number	The Students' Scores of Each Indicator					
	General Information			Specific Information		
	n	N	%	n	N	%
1	24	32	75	48	68	70.58
2	20	32	62.5	40	68	58.82
3	20	32	62.5	56	68	82.35
4	24	32	75	40	68	58.82
5	12	32	37.5	60	68	88.23
6	12	32	37.5	56	68	82.35
7	28	32	87.5	48	68	70.58
8	24	32	75	48	68	70.58
9	12	32	37.5	48	68	70.58
10	24	32	75	52	68	76.47
11	24	32	75	52	68	76.47
12	16	32	50	52	68	76.47
13	24	32	75	52	68	76.47
14	12	32	37.5	56	68	82.35

15	24	32	75	32	68	47.06
16	16	32	50	28	68	41.17
17	20	32	62.5	52	68	76.47
18	24	32	75	48	68	70.58
19	20	32	62.5	60	68	88.23
20	24	32	75	52	68	76.47
21	20	32	62.5	52	68	76.47
22	20	32	62.5	56	68	82.35
23	24	32	75	60	68	88.23
24	24	32	75	56	68	82.35
25	28	32	87.5	52	68	76.47
26	28	32	87.5	56	68	82.35
27	24	32	75	56	68	82.35
28	24	32	75	48	68	70.58
29	16	32	50	48	68	70.58
30	20	32	62.5	48	68	70.58
31	24	32	75	48	68	70.58
32	20	32	62.5	52	68	76.47
33	16	32	50	52	68	76.47
34	16	32	50	36	68	52.94
35	24	32	75	40	68	58.82
36	20	32	62.5	40	68	58.82
37	28	32	87.5	64	68	94.11
38	28	32	87.5	60	68	88.23
39	24	32	75	64	68	94.11
40	28	32	87.5	64	68	94.11
41	28	32	87.5	64	68	94.11
42	28	32	87.5	60	68	88.23
43	28	32	87.5	64	68	94.11
44	28	32	87.5	60	68	88.23
Total	972	1408	3141	2280	2992	5209

Notes:

n = The scores of each indicator obtained by the students

N = The total score of the test items of each indicator

To make it clear, the total score of each indicator obtained by the students was summarized in Table 6.

Table 6: The Scores of Each Indicator

Number	Indicators	Total Score
1	General Information	972
2	Specific Information	2280
Total Score		3252

4.2 Data Analysis

After getting the primary data concerning with the students' scores in reading comprehension test, the data were analyzed in the following two sections.

4.2.1 The Analysis of the General Problem

Table 6 shows that the total score of the two indicators obtained by the students was 3252, while, the maximum score of the test items was 4400 (44 x 100 = 4400). Then, the students' scores were analyzed by applying the following formula.

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

$$\sum = \frac{3252}{4400} \times 100\%$$

$$\sum = 73.90\%$$

Following the calculation above, the students' mean score of reading comprehension of dialogues was 73.90%. After being consulted to the classification table of the students' score levels on page 23, the students' achievement in reading dialogues was categorized as *more than enough* (66% - 75%).

4.2.2 The Analysis of the Specific Problems

It had been stated in Chapter III that the number of the test items for general information was 8 items, and for specific information was 17 items. The maximum score for each indicator was 32 (8 x 4 = 32) for general information and 68 (17 x 4 = 68) for specific information. If all of the students could do all the test

items of each indicator, the number of the whole scores was 44 x 32 = 1408 for general information and 44 x 68 = 2992 for specific information. Therefore, the calculation of each indicator was as follows.

a. **General Information**

$$\sum = \frac{n}{N} \text{ x } 100\%$$

$$\sum = \frac{972}{1408} \text{ x } 100\%$$

$$\sum = 69.03\%$$

b. **Specific Information**

$$\sum = \frac{n}{N} \text{ x } 100\%$$

$$\sum = \frac{2280}{2992} \text{ x } 100\%$$

$$\sum = 76.20\%$$

Based on the calculation above, the following interpretation could be drawn. First, after the result was consulted to the classification table, the percentage of the students' mean score of finding general information was *more than enough* because it was in the range of 66% - 75%. Second, the percentage of the students' mean score of finding specific information was *good* because it was in the range of 76% - 85%. To make it clear, Table 7 shows the students' achievement in reading dialogues and the category of each indicator.

Table 7: The Mean Scores of the Students' Achievement in Reading Dialogues and the Category for Each Indicator

No.	Indicators	Percentage	Grade of Score	Category
1	General Information	69.03%	66%-75%	More than enough
2	Specific Information	76.90%	76%-85%	Good

Based on the results of the reading test, it could be calculated the frequency and the category of the students' score levels as presented in Table 8 below.

Table 8: The Frequencies and Categories of the Students' Score Levels

Indicators	Frequencies	%	Range Scores	Category
General Information	-	-	96 - 100	Excellent
	10	23%	86 - 95	Very good
	-	-	76 - 85	Good
	16	36%	66 - 75	More than enough
	9	20.5%	56 - 65	Enough
	9	20.5%	<55	Poor
Total	44	100%	-	-
Specific Information	-	-	96 - 100	Excellent
	11	25%	86 - 95	Very good
	17	38.6%	76 - 85	Good
	9	20.5%	66 - 75	More than enough
	4	9.1%	56 - 65	Enough
	3	6.8%	<55	Poor
Total	44	100%	-	-

Table 8 shows that in finding general information, there were 9 students or 20.5% of respondents got scores that were categorized as *poor*, 9 students or 20.5% of respondents got scores that were categorized as *enough*, 16 students or 36% of respondents got scores that were categorized as *more than enough*, 10 students or 23% of respondents got scores that were categorized as *very good* and there were no students got scores that were categorized as *good* and *excellent*. On the other hand, in finding specific information, there were 3 students or 6.8% of respondents got scores that were categorized as *poor*, 4 students or 9.1% of respondents got scores that were categorized as *enough*, 9 students or 20.5% of respondents got scores that were categorized as *more than enough*, 17 students or 38.6% of respondents got scores that were categorized as *good*, 11 students or

25% of respondents got scores that were categorized as *very good* and there were no students got scores that were categorized as *excellent*.

Based on the description of the Table 8 above, it could be concluded that the students' achievement in finding general information was lower than the students' achievement in finding specific information of the dialogues. It could be seen from the results of the students' scores in reading test. The highest frequencies of the students' scores in finding general information were categorized as more than enough (36%). On the contrary, the highest frequencies of the students' scores in finding specific information were categorized as good (38.6%). Besides that, in finding general information, there were 20.5% of the students got scores that were categorized as poor but in finding specific information, there were 6.8% of the students got scores that were categorized as poor. In brief, the students' achievement in finding specific information was higher than the students achievement in finding general information.

4.3 Supporting Data

4.3.1 The Result of Interview

The structured interview was conducted with the English teacher of the second year student at SLTPN 3 Jombang on the 9th of June 2004. According to the English teacher, the 1994 English curriculum for SLTP was applied in SLTPN 3 Jombang. He said that the students' achievement in reading was low because they had limited vocabulary. Therefore, the teacher always gave some reading tasks and exercises to improve the students' vocabulary.

Written dialogues were taught to the students as reading materials. The dialogues were given in every unit of the lesson. It is because in every unit, there were some dialogues given in the books. So, the dialogues were given in every unit of the lesson.

Based on the explanation of the English teacher, there were some steps in teaching reading dialogues. First, the teacher gave the dialogues to the students and asked them to read it carefully. Second, he gave time to the students to find the meaning of the difficult words in the dictionary. This activity was very helpful

for the students in understanding the meaning of the dialogues. Third, before the teacher asked the students to do the exercises about the dialogues, he/she asked the students to demonstrate the dialogues in front of the class in pairs or group. It means that beside teaching reading, the teacher also practiced the students' speaking ability. After that, the teacher gave time to the students to do the exercises. The last activity was discussing the exercises together.

There were two books that were used in teaching English. They were: Let's Learn English 2 for SLTP by Dra Sofia Nurbaya et.al published by PT Edumedia and Buku Kerja Siswa Bahasa Inggris SLTP semester 2 kelas 2 by Tim MGMP Bahasa Inggris Kabupaten Jombang.

4.3.2 The Result of Documentation

SLTPN 3 Jombang is located at Jl. Pramuka No.2 Jombang. The school has 15 classes and they are divided into 5 classes of the first grade, 5 classes of the second grade, and 5 classes of the third grade. Each class consists of 45 students.

Dealing with the respondents, the research respondents were the second year students of SLTPN 3 Jombang with the number of 44 students who were taken by using proportional random sampling. The names of the respondents can be seen on Appendix 7.

4.3.3 The Result of the Questionnaire

The recapitulation analysis of the questionnaire of the test items appropriateness can be seen in Table 9 below.

Table 9: The Recapitulation Analysis of the Questionnaire of the Test Items Appropriateness Done by Two English Teachers

Evaluators	The Scores of Each Components									Mean Score
	A	B	C	D	E	F	G	H	I	
I.	4	4	3	4	4	4	4	3	4	3.77
II.	4	4	4	4	3	4	3	3	4	3.66

Interpretation:

4 = appropriate   2 = less appropriate

3 = fairly appropriate   1 = not appropriate

Notes:

A = The instruction of the test

B = The topics of the dialogues

C = The vocabulary

D = The content of the test

E = The options of the test

F = The arrangement of the test

G = The number of the test

H = The time for doing the test

I = The match to curriculum

Table 9 shows that the mean score of the evaluator I was 3.77. The degree to which the components of reading test to be judged could be classified as fairly appropriate as the criteria seen in Table 3. The same thing also happened to the evaluator II, that the judgement could be classified as fairly appropriate with the mean score 3.66. In brief, it could be said that the test items were fairly appropriate and the test was allowed to be used for testing the respondents.

4.4 Discussion

From the results of the data analysis, it was known that on the average, the students' achievement in reading dialogues was categorized as *more than enough* (M = 73.90). This was supported by the results of each indicator of reading dialogues comprehension as follows: on the average, the students' achievement in finding general information was categorized as *more than enough* (M = 69.03), while their achievement in finding specific information was categorized as *good* (M = 76.20).

The results showed that the students had difficulties in finding the general information. It was proved by the mean score of finding general information, which was still lower than the mean score of finding specific

information. The students felt confused to differentiate between the topics and the main ideas of the dialogues (based on the interview with the English teacher). Finding general information of the dialogues was more difficult for them because, although they had been taught about main ideas and topics of the dialogues, they were often confused when they were doing the test. Besides that, in finding general information of the dialogues, the students had to read the whole dialogue to know the content and made an inference to find the title, the topic and the main idea of a dialogue because they were not stated explicitly in the dialogues. Finding specific information of the dialogues was easier for them because the students just found the keywords of the questions from the dialogues provided and they could answer them easily. The specific information was stated explicitly in the dialogues.

Related to the dialogues that were used as reading materials, it seemed that dialogues were effective to be used for teaching reading. It is because the natural language used in the dialogues made the dialogues understandable and meaningful. This statement was supported by Dobson (1972: 21) who says that all that is learned in the dialogue is meaningful, and what is learned in one part of dialogue often makes meaning clear in another. It means that dialogues were suitable for teaching reading comprehension to improve the students' reading achievement, although they still had difficulties in finding general information of the dialogues. In brief, the students should continue improving their reading skill, mainly in finding general information of the dialogues by doing a lot of exercises of reading dialogues comprehension.
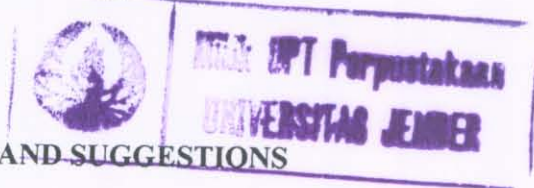
V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the research and suggestions.

5.1 Conclusions

Based on the discussion and the results of the general problem analysis, it could be concluded that, on the average, the second year students' achievement in reading dialogues at SLTPN 3 Jombang in the 2003/2004 academic year was categorized as more than enough (M = 73.90).

Specifically, the results of the specific problems analysis about the students' achievement in reading dialogues of each indicator were as follows:

a. On the average, the students' achievement in finding general information of dialogues was more than enough (M = 69.03)

b. On the average, the students' achievement in finding specific information of dialogues was good (M = 76.20)

5.2 Suggestions

Based on the research results, some suggestions are given to the English teacher, the students and other researchers.

5.2.1 The English Teacher

The English teacher is suggested to use dialogues as reading materials because they are very useful to improve the students' reading comprehension. In addition, he/she is suggested to give more exercises to find general information of the dialogues to practice their understanding of finding general information of the dialogues.

5.2.2 The Students

The students are suggested to read and study the reading dialogues regularly and do exercises of reading dialogues given by the English teacher especially in finding general information of the dialogues to improve their reading skill.

5.2.3 Other Researchers

Other researchers are suggested to conduct a further research dealing with reading comprehension by using a different design, such as by using another reading technique for improving the students' reading achievement through an experimental research or an action research.
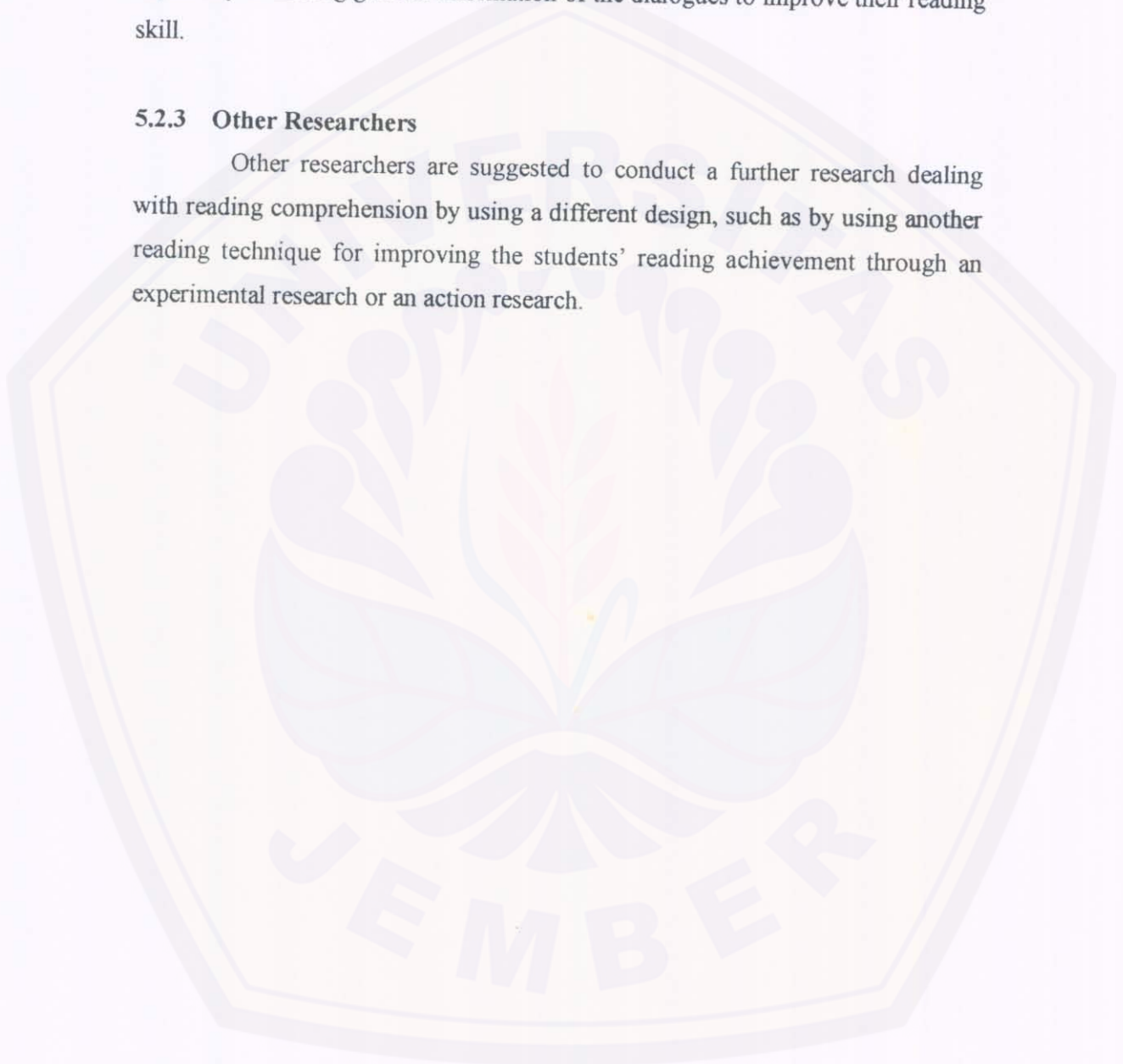
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Appendix 1

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHODS
A Descriptive Study of the Second Year Students' Achievement in Reading Dialogues at SLTPN 3 Jombang in the 2003/2004 Academic Year	**General Problem** How is the students' achievement in reading dialogues? **Specific Problem** 1. How is the students' achievement in finding general information of the dialogues? 2. How is the students' achievement in finding specific information of the dialogues?	The second year students' achievement in reading dialogues at SLTPN 3 Jombang in the 2003/2004 Academic Year.	The students' scores of reading comprehension test that cover: 1. Finding general information of the dialogues 2. Finding specific information of the dialogues	1. **Respondents** The second year students of SLTPN 3 Jombang in the academic year 2003/2004 2. **Informant** The English teacher 3. **Documents** The names of respondents	1. **Research Design** Descriptive Study 2. **Area Determination Method** Purposive 3. **Respondent Determination Method** Proportional Random Sampling 4. **Data Collection Methods** 4.1 Primary Data • Reading Test of dialogues 4.2 Supporting Data • Interview • Documentation • Questionnaire 5. **Data Analysis Method** Percentage formula: $$\sum = \frac{n}{N} \times 100\%$$ Notes: $\sum$ = The percentage of the students' achievement of each indicator in reading dialogues. n = The score of each indicator obtained by the students N = The total score of the test items of each indicator (Adapted from: Ali, 1993: 186)

I. INTERVIEW GUIDE

No.	Interview Questions	Data Resource
1.	What curriculum do you use in teaching English?	The English teacher of the second year students
2.	Do you use dialogues in teaching reading? How often do you use dialogues in teaching reading?	
3.	How do you teach reading dialogues to your students?	
4.	What books do you use in teaching English for the second year students?	

II. DOCUMENTATION GUIDE

No.	The Supporting Data	Data Resource
1.	The names of the respondents	Document

(44)

Nama   : Sisnu Bagyo A.
No Absen : 36
Kelas   : II ᴮ

S = 14
B = 11 × 4 = 44
KOREKTOR : KUSHARIADI

READING TEST

Grade: 2ⁿᵈ year students of SLTP
Time: 45 Minutes

Instruction:

Read the dialogues carefully and choose the best answer to the following questions (Bacalah dialog di bawah ini dengan teliti dan pilihlah jawaban yang paling benar).

Dialogue I

Rina is in the post office. She wants to send a letter to her uncle. Her uncle stays in London. He studies there.

Rina   : Good afternoon.
The Staff : Good afternoon. Can I help you?
Rina   : Well, I want to send a letter abroad.
The Staff : To what city will you send?
Rina   : London.
The Staff : OK, let me weigh the letter.
Rina   : How much does it cost?
The Staff : One thousand and five hundred rupiahs.
Rina   : Here's the money. Thank you very much, sir.
The Staff : You're welcome.

(Taken from Comprehensive English for SLTP 2 penerbit Cempaka Putih, 1996: 56)

1. What is the topic of the dialogue?
   a. Sending a parcel
   b. Sending a post-card
   c. Sending a letter
   d. Sending money

2. Where does the dialogue happen?
   a. in the stationary shop
   b. in the bookstore
   c. in the post office
   d. in the restaurant

3. Why does Rina go to the post office?
   a. because she wants to send a parcel
   b. because she wants to send a post-card
   c. because she wants to send money
   d. because she wants to send a letter

4. Where does Rina's uncle live?
   a. He lives in London
   b. He lives in Los Angeles
   c. He lives in Jakarta
   d. He lives in Paris

5. What does her uncle do there?
   a. He studies
   b. He works
   c. He visits
   d. He finds a job

6. To whom does Rina send a letter?
   a. her aunt
   b. her uncle
   c. her cousins
   d. her brother

7. How does the staff determine the letter cost?
   a. by examining the letter
   b. by selling the letter
   c. by weighing the letter
   d. by buying the letter

8. How much does Rina pay for the letter?
   a. One thousand and five thousand rupiahs
   b. One thousand and five hundred rupiahs
   c. One hundred and five thousand rupiahs
   d. One hundred and five hundred rupiahs

9. Who sends a letter?
   a. The staff
   b. Rina
   c. Uncle
   d. Aunt

10. What is the appropriate title for the dialogue?
    a. In the post office
    b. In the bank
    c. In the fashion shop
    d. In the bookstore

11. What is the main idea of the dialogue?
    a. Rina stays in London
    b. Rina's uncle studies in London
    c. Rina sends a letter in the post office
    d. Rina's uncle is in the post office

Dialogue II

Rita and her mother are at the fashion shop. Rita needs a pair of socks and a blouse.

Rita : Mom, can I have a pair of socks and blouse?
Mrs Darma : Do you really need them?
Rita : Yes, my socks are old, and I don't have any red blouse. I like that one.
Mrs Darma : OK you can have them. Now, let's see a shirt for your father. He wants a batik shirt for the party next Sunday.
Rita : Look, mom! That brown one seems to suit to father. He likes brown colour.
Mrs Darma : Well, let see it. You're right Rita, the size, the design and the colour of this shirt suit to your father. Let's pay to the cashier.
Mrs Darma : How much we must pay for these things?
Cashier : Thirty five thousand rupiahs.
Mrs Darma : Here it is.
Cashier : Thank you very much, madam.
Mrs Darma : You're welcome.

(Taken from Comprehensive English for SLTP 2 penerbit Cempaka Putih, 1996: 85)

12. What is the suitable title of the dialogue above?
    a. At the shoe shop
    b. At the bookstore
    c. At the fashion shop
    d. At the market

13. What does Rita need?
    a. Rita needs a pair of blouses and a sock
    b. Rita needs a pair of skirts and a blouse
    c. Rita needs a pair of shoes and a sock
    d. Rita needs a pair of socks and a blouse

14. Why does Rita buy new socks?
    a. Because her socks are broken
    b. Because her socks are old
    c. Because her socks are stolen
    d. Because her socks are red

15. What does Mrs Darma buy for her husband?
    a. She buys a blouse
    b. She buys a shirt
    c. She buys a skirt
    d. She buys a sock

16. What is the topic of the dialogues?
    a. Shopping at the fashion shop
    b. Wearing clothes
    c. Buying clothes
    d. Selling clothes
17. What colour does Rita's father like?
    a. Red
    b. Blue
    c. Black
    d. Brown
18. To whom does Mrs Darma pay the things?
    a. She pays to the teller
    b. She pays to the shopkeeper
    c. She pays to the waiter
    d. She pays to the cashier
19. What is the main idea of the dialogue?
    a. Rita's mother buys a batik shirt for father
    b. Rita buys pair of shocks and a blouse
    c. Rita and her mother are shopping at the fashion shop
    d. Rita's father likes a brown colour
20. How much does Mrs Darma and Rita pay for the things they buy?
    a. Thirty four thousand rupiahs
    b. Thirty five thousand rupiahs
    c. Thirty four hundred rupiahs
    d. Thirty five hundred rupiahs

Dialogue III

Koko and Nora tell about their holiday planning.
Koko : What do you plan to do in your holiday next week?
Nora : I am going to Jakarta.
Koko : What are you going to do there?
Nora : I am going to visit "Purna Bhakti Pertiwi" museum, TMII, Dufan, and other interesting places. By the way, how about you? Do you have a plan?
Koko : I think I haven't planned anything yet.
Nora : How about going with me?
Koko : That's kind of you, I like that.
(Taken from Let's Learn English 2 PT Edumedia, 1996: 41)

21. What is the topic of the dialogue?
    a. Planning a job
    b. Planning a play
    c. Planning a visit
    d. Planning a composition
22. Where does Nora plan to go in the holiday next week?
    a. She plans to go to Surakarta
    b. She plans to go to Koko's house
    c. She plans to go to museum
    d. She plans to go to Jakarta
23. What is Purna Bhakti Pertiwi?
    a. It is the name of a museum
    b. It is the name of a market
    c. It is the name of a restaurant
    d. It is the name of a hotel
24. What is the main idea of the dialogue?
    a. Koko plans to visit Jakarta in his holiday
    b. Nora plans to visit Jakarta in her holiday
    c. Koko plans to go to museum
    d. Nora plans to go to Dufan and TMII
25. Who does not have a plan in his holiday?
    a. Koko's brother
    b. Nora
    c. Koko and Nora
    d. Koko

Appendix 3

(72)

Nama   : ADI SISWANTO
No Absen : 38
Kelas   : II A

S = 7
B = 18
$\frac{4}{72}$ ×

k: Denok. H

READING TEST

Grade: 2nd year students of SLTP
Time: 45 Minutes

Instruction:
Read the dialogues carefully and choose the best answer to the following questions
(Bacalah dialog di bawah ini dengan teliti dan pilihlah jawaban yang paling benar).

Dialogue I

Rina is in the post office. She wants to send a letter to her uncle. Her uncle stays in London. He studies there.

Rina   : Good afternoon.
The Staff : Good afternoon. Can I help you?
Rina   : Well, I want to send a letter abroad.
The Staff : To what city will you send?
Rina   : London.
The Staff : OK, let me weigh the letter.
Rina   : How much does it cost?
The Staff : One thousand and five hundred rupiahs.
Rina   : Here's the money. Thank you very much, sir.
The Staff : You're welcome.
(Taken from Comprehensive English for SLTP 2 penerbit Cempaka Putih, 1996: 56)

1. What is the topic of the dialogue?
   a. Sending a parcel
   b. Sending a post-card
   c. Sending a letter
   d. Sending money

2. Where does the dialogue happen?
   a. in the stationary shop
   b. in the bookstore
   c. in the post office
   d. in the restaurant

3. Why does Rina go to the post office?
   a. because she wants to send a parcel
   b. because she wants to send a post-card
   c. because she wants to send money
   d. because she wants to send a letter

4. Where does Rina's uncle live?
   a. He lives in London
   b. He lives in Los Angeles
   c. He lives in Jakarta
   d. He lives in Paris

5. What does her uncle do there?
   a. He studies
   b. He works
   c. He visits
   d. He finds a job

6. To whom does Rina send a letter?
   a. her aunt
   b. her uncle
   c. her cousins
   d. her brother

7. How does the staff determine the letter cost?
    a. by examining the letter
    b. by selling the letter
    c. by weighing the letter
    d. by buying the letter

8. How much does Rina pay for the letter?
    a. One thousand and five thousand rupiahs
    b. One thousand and five hundred rupiahs
    c. One hundred and five thousand rupiahs
    d. One hundred and five hundred rupiahs

9. Who sends a letter?
    a. The staff
    b. Rina
    c. Uncle
    d. Aunt

10. What is the appropriate title for the dialogue?
    a. In the post office
    b. In the bank
    c. In the fashion shop
    d. In the bookstore

11. What is the main idea of the dialogue?
    a. Rina stays in London
    b. Rina's uncle studies in London
    c. Rina sends a letter in the post office
    d. Rina's uncle is in the post office

Dialogue II

Rita and her mother are at the fashion shop. Rita needs a pair of socks and a blouse.

Rita   : Mom, can I have a pair of socks and blouse?
Mrs Darma : Do you really need them?
Rita   : Yes, my socks are old, and I don't have any red blouse. I like that one.
Mrs Darma : OK you can have them. Now, let's see a shirt for your father. He wants a batik shirt for the party next Sunday.
Rita   : Look, mom! That brown one seems to suit to father. He likes brown colour.
Mrs Darma : Well, let see it. You're right Rita, the size, the design and the colour of this shirt suit to your father. Let's pay to the cashier.
Mrs Darma : How much we must pay for these things?
Cashier   : Thirty five thousand rupiahs.
Mrs Darma : Here it is.
Cashier   : Thank you very much, madam.
Mrs Darma : You're welcome.

(Taken from Comprehensive English for SLTP 2 penerbit Cempaka Putih, 1996: 85)

12. What is the suitable title of the dialogue above?
    a. At the shoe shop
    b. At the bookstore
    c. At the fashion shop
    d. At the market

13. What does Rita need?
    a. Rita needs a pair of blouses and a sock
    b. Rita needs a pair of skirts and a blouse
    c. Rita needs a pair of shoes and a sock
    d. Rita needs a pair of socks and a blouse

14. Why does Rita buy new socks?
    a. Because her socks are broken
    b. Because her socks are old
    c. Because her socks are stolen
    d. Because her socks are red

15. What does Mrs Darma buy for her husband?
    a. She buys a blouse
    b. She buys a shirt
    c. She buys a skirt
    d. She buys a sock

16. What is the topic of the dialogues?
    a. Shopping at the fashion shop
    b. Wearing clothes
    c. Buying clothes
    d. Selling clothes
17. What colour does Rita's father like?
    a. Red
    b. Blue
    c. Black
    d. Brown
18. To whom does Mrs Darma pay the things?
    a. She pays to the teller
    b. She pays to the shopkeeper
    c. She pays to the waiter
    d. She pays to the cashier
19. What is the main idea of the dialogue?
    a. Rita's mother buys a batik shirt for father
    b. Rita buys pair of shocks and a blouse
    c. Rita and her mother are shopping at the fashion shop
    d. Rita's father likes a brown colour
20. How much does Mrs Darma and Rita pay for the things they buy?
    a. Thirty four thousand rupiahs
    b. Thirty five thousand rupiahs
    c. Thirty four hundred rupiahs
    d. Thirty five hundred rupiahs

Dialogue III
Koko and Nora tell about their holiday planning.
Koko   : What do you plan to do in your holiday next week?
Nora   : I am going to Jakarta.
Koko   : What are you going to do there?
Nora   : I am going to visit "Purna Bhakti Pertiwi" museum, TMII, Dufan, and other interesting places. By the way, how about you? Do you have a plan?
Koko   : I think I haven't planned anything yet.
Nora   : How about going with me?
Koko   : That's kind of you, I like that.
(Taken from Let's Learn English 2 PT Edumedia, 1996: 41)

21. What is the topic of the dialogue?
    a. Planning a job
    b. Planning a play
    c. Planning a visit
    d. Planning a composition
22. Where does Nora plan to go in the holiday next week?
    a. She plans to go to Surakarta
    b. She plans to go to Koko's house
    c. She plans to go to museum
    d. She plans to go to Jakarta
23. What is Purna Bhakti Pertiwi?
    a. It is the name of a museum
    b. It is the name of a market
    c. It is the name of a restaurant
    d. It is the name of a hotel
24. What is the main idea of the dialogue?
    a. Koko plans to visit Jakarta in his holiday
    b. Nora plans to visit Jakarta in her holiday
    c. Koko plans to go to museum
    d. Nora plans to go to Dufan and TMII
25. Who does not have a plan in his holiday?
    a. Koko's brother
    b. Nora
    c. Koko and Nora
    d. Koko

Appendix 3

(92)

Nama : Novitasari Dwi P.
No Absen : 29
Kelas : II-E

READING TEST

Grade: 2nd year students of SLTP
Time: 45 Minutes

Instruction:
Read the dialogues carefully and choose the best answer to the following questions
(Bacalah dialog di bawah ini dengan teliti dan pilihlah jawaban yang paling benar).

Dialogue I

Rina is in the post office. She wants to send a letter to her uncle. Her uncle stays in London. He studies there.

Rina : Good afternoon.
The Staff : Good afternoon. Can I help you?
Rina : Well, I want to send a letter abroad.
The Staff : To what city will you send?
Rina : London.
The Staff : OK, let me weigh the letter.
Rina : How much does it cost?
The Staff : One thousand and five hundred rupiahs.
Rina : Here's the money. Thank you very much, sir.
The Staff : You're welcome.

(Taken from Comprehensive English for SLTP 2 penerbit Cempaka Putih, 1996: 56)

1. What is the topic of the dialogue?
   a. Sending a parcel
   b. Sending a post-card
   c. Sending a letter
   d. Sending money

2. Where does the dialogue happen?
   a. in the stationary shop
   b. in the bookstore
   c. in the post office
   d. in the restaurant

3. Why does Rina go to the post office?
   a. because she wants to send a parcel
   b. because she wants to send a post-card
   c. because she wants to send money
   d. because she wants to send a letter

4. Where does Rina's uncle live?
   a. He lives in London
   b. He lives in Los Angeles
   c. He lives in Jakarta
   d. He lives in Paris

5. What does her uncle do there?
   a. He studies
   b. He works
   c. He visits
   d. He finds a job

6. To whom does Rina send a letter?
   a. her aunt
   b. her uncle
   c. her cousins
   d. her brother

S = 2,
B = 23

7. How does the staff determine the letter cost?
   - a. by examining the letter
   - b. by selling the letter
   - c. by weighing the letter
   - d. by buying the letter
8. How much does Rina pay for the letter?
   - a. One thousand and five thousand rupiahs
   - b. One thousand and five hundred rupiahs
   - c. One hundred and five thousand rupiahs
   - d. One hundred and five hundred rupiahs
9. Who sends a letter?
   - a. The staff
   - b. Rina
   - c. Uncle
   - d. Aunt
10. What is the appropriate title for the dialogue?
    - a. In the post office
    - b. In the bank
    - c. In the fashion shop
    - d. In the bookstore
11. What is the main idea of the dialogue?
    - a. Rina stays in London
    - b. Rina's uncle studies in London
    - c. Rina sends a letter in the post office
    - d. Rina's uncle is in the post office

Dialogue II

Rita and her mother are at the fashion shop. Rita needs a pair of socks and a blouse.

Rita : Mom, can I have a pair of socks and blouse?
Mrs Darma : Do you really need them?
Rita : Yes, my socks are old, and I don't have any red blouse. I like that one.
Mrs Darma : OK you can have them. Now, let's see a shirt for your father. He wants a batik shirt for the party next Sunday.
Rita : Look, mom! That brown one seems to suit to father. He likes brown colour.
Mrs Darma : Well, let see it. You're right Rita, the size, the design and the colour of this shirt suit to your father. Let's pay to the cashier.
Mrs Darma : How much we must pay for these things?
Cashier : Thirty five thousand rupiahs.
Mrs Darma : Here it is.
Cashier : Thank you very much, madam.
Mrs Darma : You're welcome.

(Taken from Comprehensive English for SLTP 2 penerbit Cempaka Putih, 1996: 85)

12. What is the suitable title of the dialogue above?
    - a. At the shoe shop
    - b. At the bookstore
    - c. At the fashion shop
    - d. At the market
13. What does Rita need?
    - a. Rita needs a pair of blouses and a sock
    - b. Rita needs a pair of skirts and a blouse
    - c. Rita needs a pair of shoes and a sock
    - d. Rita needs a pair of socks and a blouse
14. Why does Rita buy new socks?
    - a. Because her socks are broken
    - b. Because her socks are old
    - c. Because her socks are stolen
    - d. Because her socks are red
15. What does Mrs Darma buy for her husband?
    - a. She buys a blouse
    - b. She buys a shirt
    - c. She buys a skirt
    - d. She buys a sock

16. What is the topic of the dialogues?
    a. Shopping at the fashion shop
    b. Wearing clothes
    c. Buying clothes
    d. Selling clothes
17. What colour does Rita's father like?
    a. Red
    b. Blue
    c. Black
    d. Brown
18. To whom does Mrs Darma pay the things?
    a. She pays to the teller
    b. She pays to the shopkeeper
    c. She pays to the waiter
    d. She pays to the cashier
19. What is the main idea of the dialogue?
    a. Rita's mother buys a batik shirt for father
    b. Rita buys pair of shocks and a blouse
    c. Rita and her mother are shopping at the fashion shop
    d. Rita's father likes a brown colour
20. How much does Mrs Darma and Rita pay for the things they buy?
    a. Thirty four thousand rupiahs
    b. Thirty five thousand rupiahs
    c. Thirty four hundred rupiahs
    d. Thirty five hundred rupiahs

Dialogue III

Koko and Nora tell about their holiday planning.
Koko : What do you plan to do in your holiday next week?
Nora : I am going to Jakarta.
Koko : What are you going to do there?
Nora : I am going to visit "Purna Bhakti Pertiwi" museum, TMII, Dufan, and other interesting places. By the way, how about you? Do you have a plan?
Koko : I think I haven't planned anything yet.
Nora : How about going with me?
Koko : That's kind of you, I like that.
(Taken from Let's Learn English 2 PT Edumedia, 1996: 41)

21. What is the topic of the dialogue?
    a. Planning a job
    b. Planning a play
    c. Planning a visit
    d. Planning a composition
22. Where does Nora plan to go in the holiday next week?
    a. She plans to go to Surakarta
    b. She plans to go to Koko's house
    c. She plans to go to museum
    d. She plans to go to Jakarta
23. What is Purna Bhakti Pertiwi?
    a. It is the name of a museum
    b. It is the name of a market
    c. It is the name of a restaurant
    d. It is the name of a hotel
24. What is the main idea of the dialogue?
    a. Koko plans to visit Jakarta in his holiday
    b. Nora plans to visit Jakarta in her holiday
    c. Koko plans to go to museum
    d. Nora plans to go to Dufan and TMII
25. Who does not have a plan in his holiday?
    a. Koko's brother
    b. Nora
    c. Koko and Nora
    d. Koko

ANSWER KEY

Dialogue I
1. c
2. c
3. d
4. a
5. a
6. b
7. c
8. b
9. b

10. a
11. c

Dialogue II
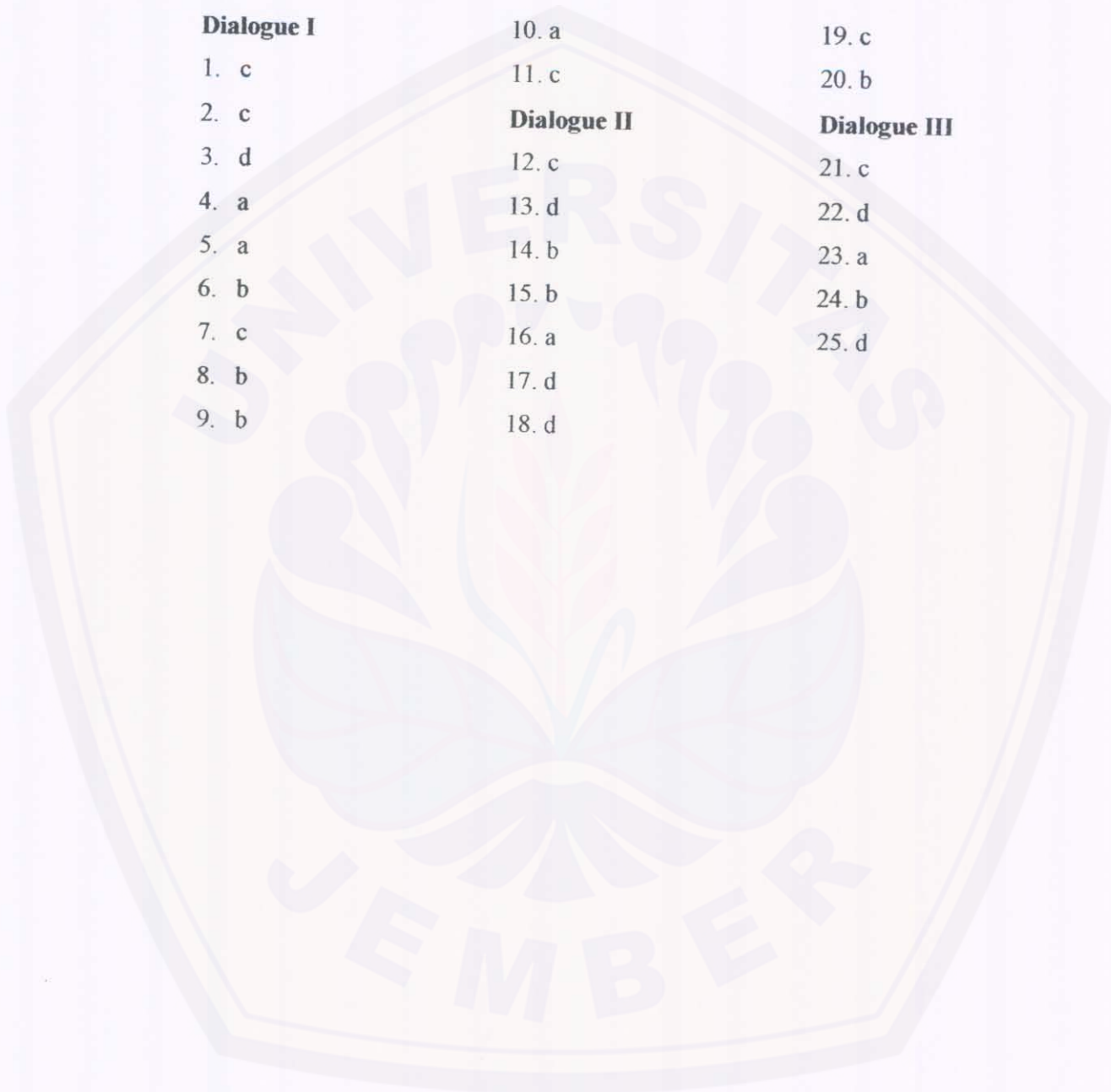12. c
13. d
14. b
15. b
16. a
17. d
18. d

19. c
20. b

Dialogue III
21. c
22. d
23. a
24. b
25. d

DISTRIBUTION OF THE TEST ITEMS

Indicator	The Item's Number	The Number of the Test Items
General Information	1,10,11,12,16,19,21,24	8
Specific Information	2,3,4,5,6,7,8,9,13,14,15,17 18,20,22,23,25	17
Total Number		25

QUESTIONNAIRE OF THE TEST ITEMS APPROPRIATENESS

Please indicate your assessment for the appropriateness of the reading test by circling either (4) for appropriate, (3) for fairly appropriate, (2) for less appropriate, and (1) for not appropriate.

No.	Components	Score			
a.	The instruction of the test	1	2	3	4̶
b.	The topics of the dialogues	1	2	3	4̶
c.	The vocabulary	1	2	3̶	4
d.	The content of the test	1	2	3	4̶
e.	The options of the test	1	2	3	4̶
f.	The arranggement of the test	1	2	3	4̶
g.	The number of the test	1	2	3	4̶
h.	The time for doing the test	1	2	3̶	4
i.	The match to curricullum	1	2	3	4̶
	Total	34			

Mean score: 3.77
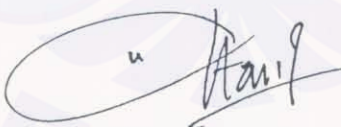
Evaluator I,

Djoko Prajitno, S.Pd
NIP. 130 921 983
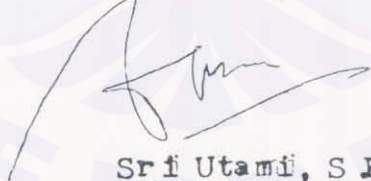
QUESTIONNAIRE OF THE TEST ITEMS APPROPRIATENESS

Please indicate your assessment for the appropriateness of the reading test by circling either (4) for appropriate, (3) for fairly appropriate, (2) for less appropriate, and (1) for not appropriate.

No.	Components	Score			
a.	The instruction of the test	1	2	3	(4)
b.	The topics of the dialogues	1	2	3	(4)
c.	The vocabulary	1	2	3	(4)
d.	The content of the test	1	2	(3)	(4)
e.	The options of the test	1	2	(3)	4
f.	The arranggement of the test	1	2	3	(4)
g.	The number of the test	1	2	(3)	4
h.	The time for doing the test	1	2	(3)	4
i.	The match to curricullum	1	2	3	(4)
	Total		33		

Mean score: 3.66

Evaluator II,

Sri Utami, S Pd
NIP. 131 426 923

Appendix 7

THE NAMES OF RESPONDENTS

No.	Name	Class
1	Dedy Wahyu Setyawan	II-A
2	Imam Sapuan Arip	II-A
3	Denok Hartatatik	II-A
4	Alfian Hadi Purnomo	II-A
5	Adi Siswanto	II-A
6	Edi Kuspramono	II-A
7	Dewi Puspitasari	II-A
8	Martinez Aditama	II-A
9	Arzat Bastian	II-A
10	Ike Susanti	II-B
11	Dymas Ady Gunawan	II-B
12	Muchamad Fadli	II-B
13	Mohamad Hendi Dwi Cahyono	II-B
14	Dian Prasetya	II-B
15	Kushariadi	II-B
16	Qisnubagyo Asip	II-B
17	Burry Ananda Setiawan	II-B
18	Nanang Setiyadi	II-B
19	Mohammad Romadoni	II-C
20	Rahmad Eko Hudi Fanani	II-C
21	Intan Wulandari	II-C
22	Lyssa Aprilia	II-C
23	Febry Hery Prastyo	II-C
24	Muhammad Isron Akbar	II-C
25	Emilda	II-C
26	Yulla Hermawati	II-C

27	Nuriyati	II-C
28	Anita Minati	II-D
29	Kayati	II-D
30	Siswanto	II-D
31	Mochamad Faisal Amirudin	II-D
32	Ahmad Afandi Triwijaya	II-D
33	Abdul Rochim	II-D
34	Teguh Ari Febrianto	II-D
35	Rochmatullah	II-D
36	Arta Satriya Yulianto	II-D
37	Nofi Yuliani	II-E
38	Indah Retno Safitri	II-E
39	Amrotul Fikriah	II-E
40	Winarti	II-E
41	Novitasari Dwi Prastiwi	II-E
42	Yenny Zulfatur Rizqi	II-E
43	Vollitia Arizona	II-E
44	Rizky Aprilia Anggun Y	II-E

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat: Jl. Kalimantan III/3 Kampus Tegalboto Kotak pos 162 Telp/Fax (0331) 334988 Jember 68121

Nomor   : **1945** / J25. 1. 5/ PL5/ 2004   0 1 JUN 2004

Lampiran   : Proposal

Perihal   : Ijin Penelitian

Kepada   : Yth. Kepala SLTPN 3 Jombang

             di Jombang

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

Nama   : CAHYA BUDIWATI

NIM   : 990210401103

Jurusan/ Program Studi   : Pendidikan Bahasa dan Seni/ Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di lembaga saudara dengan judul:

"*A Descriptive Study of the Second Year Students' Achievement in Reading Dialogues at SLTPN 3 Jombang in the 2003/2004 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 ucapkan banyak terima kasih.

                                    a.n. Dekan

                                    Pembantu Dekan I

                                  Drs. H. Misno AL, M. Pd

                                  NIP. 130 937 191

PEMERINTAH KABUPATEN JOMBANG
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 3
Jl. Pramuka No.2 ☎ (0321) 863489 Jombang
KECAMATAN JOMBANG

Kode Pos 61451

SURAT KETERANGAN
Nomor : 422/148/415.30.1.64/2004

Yang bertanda tangan di bawah ini :

N a m a	:	S R I A T I
N I P	:	130 324 455
Jabatan	:	Kepala Sekolah

Menerangkan dengan sesungguhnya bahwa :

N a m a	:	CAHYA BUDIWATI
N I M	:	990210401103
Tempat tanggal lahir	:	Jombang, 23 April 1981
Pekerjaan	:	Mahasiswa
Jurusan / Program	:	Pendidikan Bahasa dan Seni/Bahasa Inggris

Telah mengadakan penelitian untuk menyusun skripsi di SMP Negeri 3 Jombang, terhitung mulai tanggal 9 Juni 2004 sampai dengan 11 Juni 2004 dengan judul :

"A Descriptive Study of the Second Year Students' Achievement in Reading Dialogues at SMP Negeri 3 Jombang in the 2003/2004 Academic Year."

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jombang, 11 Juni 2004
Kepala Sekolah,

S R I A T I
Pembina
NIP.130 324 455

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama	: CAHYA BUDIWATI
NIM/Angkatan	: 990210401103/ 1999
Jurusan/Program Studi	: Pendidikan Bahasa dan Seni/ Pendidikan Bahasa Ingris
Judul Skripsi	: A Descriptive Study of the Second Year Students' Achievement in Reading Dialogues at SLTPN 3 Jombang in the 2003/2004 Academic Year
Pembimbing I	: Dra. Siti Sundari, MA.

KEGIATAN KONSULTASI

No.	Hari/ Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Senin/ 3 Nov 2003	Judul dan matrix	
2.	Selasa/ 18 Nov 2003	Bab I	
3.	Senin/ 2 Des 2003	Bab I	
4.	Rabu/ 17 Des 2003	Bab II	
5.	Rabu/ 28 Des 2003	Bab II	
6.	Sabtu/ 3 Jan 2004	Bab II	
7.	Jum'at/ 30 Jan 2004	Bab II dan III	
8.	Selasa/ 23 Mar 2004	Bab III dan Instrument	
9.	Senin/ 21 Juni 2004	Bab IV dan V	
10.	Selasa/ 13 Juli 2004	Bab IV dan V	
11.	Selasa/ 10 Agust 2004	Acc	

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

2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

Appendix 10

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama   : CAHYA BUDIWATI

NIM/Angkatan   : 990210401103/ 1999

Jurusan/Program Studi   : Pendidikan Bahasa dan Seni/ Pendidikan Bahasa Ingris

Judul Skripsi   : A Descriptive Study of the Second Year Students'
Achievement in Reading Dialogues at SLTPN 3 Jombang
in the 2003/2004 Academic Year

Pembimbing II   : Drs. Bambang Arya WP.

KEGIATAN KONSULTASI

No.	Hari/ Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Senin/ 3 Nov 2003	Judul dan matrix	
2.	Rabu/ 19 Nov 2003	Bab I	
3.	Selasa/ 2 Des 2003	Bab I	
4.	Kamis/ 18 Des 2003	Bab I	
5.	Kamis/ 29 Des 2003	Bab II	
6.	Senin/ 5 Jan 2004	Bab II	
7.	Sabtu/ 31 Jan 2004	Bab II dan III	
8.	Rabu/ 24 Mar 2004	Bab III dan Instrument	
9.	Senin/ 21 Juni 2004	Bab IV dan V	
10.	Selasa/ 13 Juli 2004	Bab IV dan V	
11.	Rabu/ 18 Agust 2004	Acc	

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

2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian
Skripsi