A DESCRIPTIVE STUDY
ON READING COMPREHENSION ACHIEVEMENT OF THE
SECOND YEAR STUDENTS OF SLTP NEGERI 1 ARJASA
JEMBER IN THE 2002/2003 ACADEMIC YEAR

THESIS

Presented as One of the Requirements to Obtain the S1 Degree at the English
Education Program of the Language and Arts Department of the Faculty of
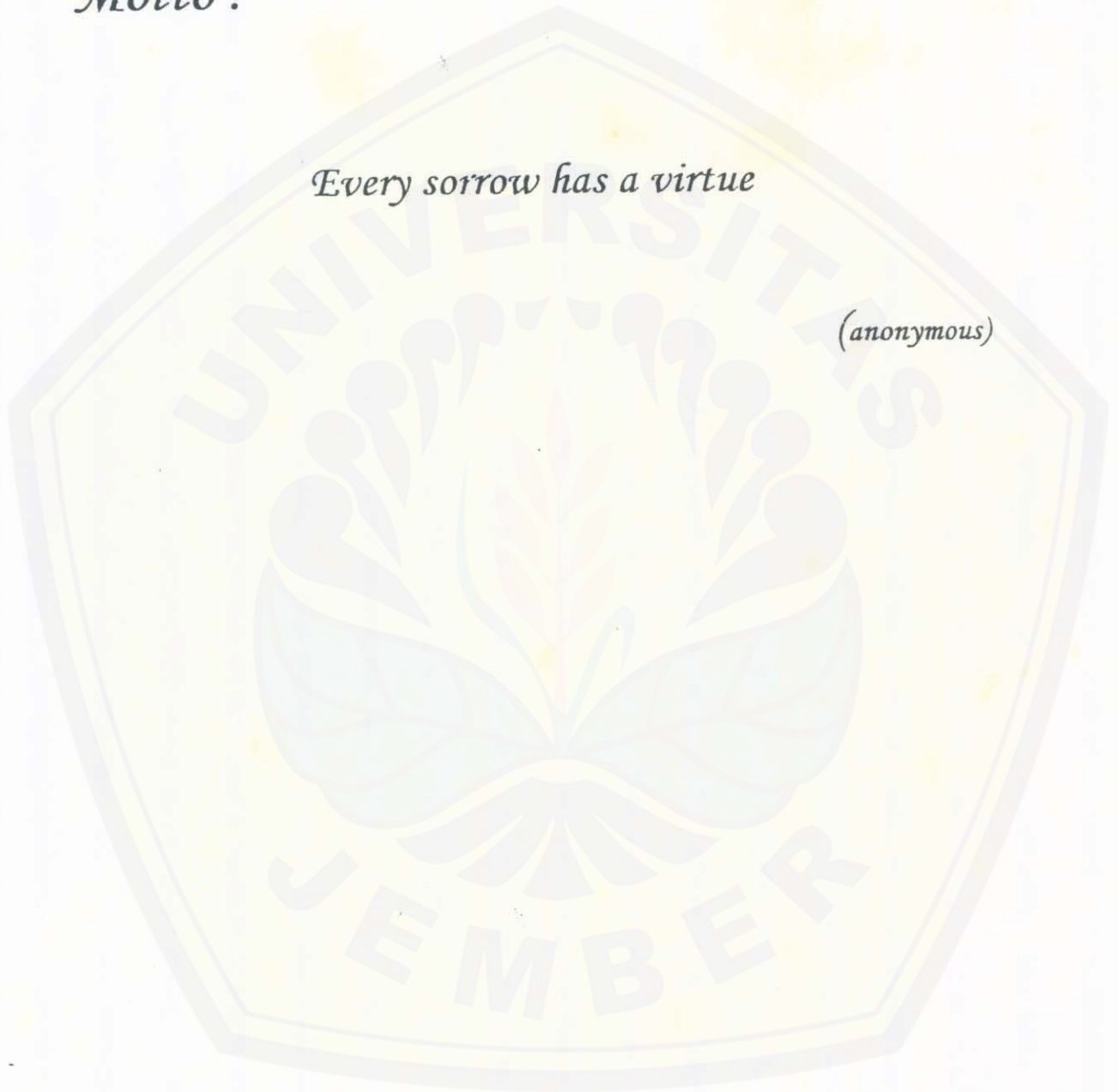Teacher Training and Education, Jember University

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2003

Motto :

Every sorrow has a virtue

(anonymous)

Dedication :

This thesis is honorably dedicated to :

1. My beloved two mothers Sukainah and Zahrah, father Abdullah and late father Mohammad, and not to forget grandma Maryam, there is no enough words to describe your sacrifice. I love you so much, and thank you.

2. To all of my brothers and sisters, Raguan, Yahya, Intan, Berlian, Lulu', especially Shadiq and my late brother Abdullah.

3. To the big family of Habib Hasyim.

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6. My Almamater

Thanks for keeping on pray, support, guide, motivate and much attention to me. May Allah SWT always bless you all.

A Descriptive Study on Reading Comprehension Achievement of the Second Year Students of SLTP Negeri 1 Arjasa Jember in the 2002/2003 Academic Year
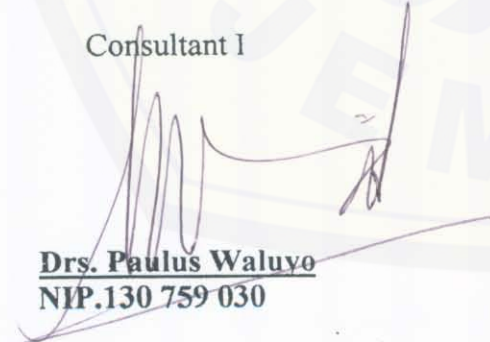
THESIS

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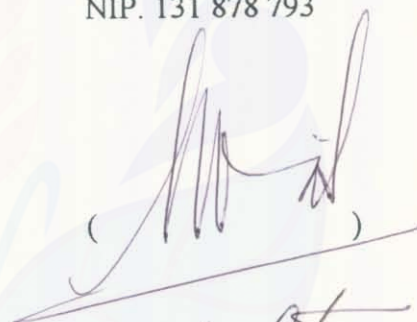NIP. 131 475 844   NIP. 131 878 793

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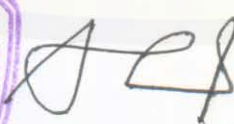NIP. 130 759 030   (   )

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Jember, March 2003   The Writer

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ABSTRACT

Fitriah, March, 2003, *A Descriptive Study on Reading Comprehension Achievement of the Second Year Students of SLTP Negeri 1 Arjasa Jember in the 2002/2003 Academic Year*

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

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This research was intended to describe how the second year students' reading comprehension achievement at SLTP Negeri 1 Arjasa Jember in the 2002/2003 Academic Year is. The research design was descriptive. The respondent determination method was cluster random sampling by lottery. While the respondents itself is the second year students of SLTP Negeri 1 Arjasa Jember in the 2002/2003 academic year. The numbers of respondent were 42 students or one class taken randomly by taking 33.3% of the three classes. The primary data were obtained from reading comprehension test. The test itself was a teacher made test in the form of multiple-choice test. The data collected were analyzed by using percentage. Then, they were analyzed descriptively to find out the students' achievement in reading comprehension, especially in word comprehension, sentence comprehension, paragraph comprehension, and the whole text comprehension. Documents and interview were used to collect the supporting data. The research results showed that the second year students' reading comprehension achievement was categorized as enough (58.51%). The details are poor (50.99%) for word comprehension, enough (56.15%) for sentence comprehension, more than enough (70.75%) for paragraph comprehension, and enough (62.17%) for the whole text comprehension. The most difficult comprehension was word comprehension, while the easiest comprehension was paragraph comprehension. This means that they still had problems with word comprehension, and a bit of sentence comprehension. Therefore these skills need to be improved, in order to improve the students' reading comprehension achievement.

Keyword : **Reading Comprehension Achievement**

I. INTRODUCTION

1.1 Research Background

English is the first foreign language taught as a compulsory subject for all secondary schools (SLTP). Based on the course outline of the 1994 English curriculum the aim of English teaching at junior high schools is to achieve skill in reading, writing, speaking, and listening, although the great emphasis is on reading. To develop the students' achievement in English, the teaching materials are organized based on the themes and presented integratively (GBPP, 1994;1).

Reading is one of the important skills in learning language besides listening, speaking and writing (Kustaryo, 1988;1). Reading has a great function in mastering English. By reading, we do not only get information or knowledge about something important, but we also get deeper understanding about certain topics. Without reading books, we will lack of knowledge and information. Reading is not a passive skill as it may first seem to be when compared with speaking or writing. It is a kind of a dialog between the writer of a reading passage and the reader.

As most teachers know, the main purpose of reading teaching at Indonesian secondary schools is to make students able to read English textbooks they usually have in the classroom. Through reading activities, students are expected to understand what the author wants to say in reading text. In order to gain this purpose, the students must have a good reading ability. They cannot just read the language of the text but they should comprehend the text's content.

As reading will dominate all activities in the English subject, the element of the English language, namely; pronunciation, spelling, grammar, and vocabulary should also be learnt to support the language skills, especially reading. In relation to the idea, Grellet (1981;8) states that it is important for student who deals with the English language to link the different skills of the language through reading activities. Therefore, reading comprehension skill is the basic skill of

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other language skills in English. As a result, every activity of the English lesson at school usually involves reading.

In addition, some students tend to assume that the way to study language always concerns with how they can understand a reading passage. They find themselves that reading is the main reason why they learn the language (Carrel et al,1988;1)

However, the big number of SLTP students in each class (commonly around 40-50 students) may affect the result of the teaching learning process. Teacher cannot distribute his/her attention to the whole students equally. Students ability in English, especially in reading, is usually fair (not very good), because the language is not practiced for daily communication. This is known from the writer's experience who once taught English in SLTP Negeri 1 Arjasa Jember. Only some students can understand the idea the author expressed in the reading text. In other words, they find it hard to understand all the information written in English. One main reason that can be given is that the lack of sufficient schemata of their comprehension in words, sentences, and paragraphs.

Since the reading comprehension skill is the main focus on the teaching of English at the Junior High School (SLTP), it is necessary to conduct research to know the students' achievement in reading comprehension skill.

1.2 Research Problem

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

1.2.1 The Main Problem

To what extent is the second year students' reading comprehension achievement at SLTP Negeri 1 Arjasa Jember in the 2002/2003 academic year?

1.2.2 The Specific Problems

a. To what extent is the second year students' word comprehension achievement at SLTP Negeri 1 Arjasa Jember in the 2002/2003 academic year?

b. To what extent is the second year students' sentence comprehension achievement at SLTP Negeri 1 Arjasa Jember in the 2002/2003 academic year?

c. To what extent is the second year students' paragraph comprehension achievement at SLTP Negeri 1 Arjasa Jember in the 2002/2003 academic year?

d. To what extent is the second year students' whole text comprehension achievement at SLTP Negeri 1 Arjasa Jember in the 2002/2003 academic year?

1.3 Operational Definition of Variable

A researcher should state the research variable. The variable needs to be classified and defined operationally in this research is: the students' reading comprehension achievement. It refers to students' achievement in comprehending words, sentences, paragraphs and the whole text in an English subject that is taught integratively with other language skills at SLTP. Their reading comprehension achievement is indicated by the scores of reading comprehension test covering the test materials of word comprehension, sentences comprehension, paragraph comprehension, and the whole text comprehension.

1.4 Research Objective

Suryabrata says that a descriptive research is aimed at how to describe facts and certain population systematically, factually, and accurately (1983;19). Systematically means arranged according to a system, factually means full of facts, and accurately means with careful and exact. Related to the background and research problems, the objectives of this research cover the main objective and the specific objectives.

1.4.1 The Main Objective of the Research

The main objective of this research is to describe the reading comprehension achievement of the second year students of SLTP Negeri 1 Arjasa Jember in the 2002/2003 academic year.

1.4.2 The Specific Objectives of the Research

a. To describe the second year students' word comprehension achievement at SLTP Negeri 1 Arjasa Jember in the 2002/2003 academic year

b. To describe the second year students' sentence comprehension achievement at SLTP Negeri 1 Arjasa Jember in the 2002/2003 academic year

c. To describe the second year students' paragraph comprehension achievement at SLTP Negeri 1 Arjasa Jember in the 2002/2003 academic year

d. To describe the second year students' whole text comprehension achievement at SLTP Negeri 1 Arjasa Jember in the 2002/2003 academic year

1.5 Research Significances

This research is conducted with the expectation of the result to give significant contributions to the following people:

1.5.1 The English Teachers

Give some information about students' comprehension achievement so they can anticipate some students' weaknesses in reading comprehension, and they can improve the English teaching.

1.5.2 The Students

To make them realize about what they have achieved in their reading comprehension skill, so it can motivate them to increase their reading comprehension ability and to get as much knowledge as possible by reading.

1.5.3 Other Researchers

As information or a reference to conduct further research dealing with the similar problems about reading comprehension skill, such as a classroom action research on the use of scanning and skimming techniques to improve the students' reading comprehension achievement.

II. REVIEW OF RELATED LITERATURE

2.1 Theory of Reading

There are many theories of reading comprehension. Harris and Sipay state that reading is a meaningful interpretation of printed or written verbal symbols. It is the result of language skills and knowledge of the words (1984;8). In addition, Alexander (1988;160) notes that comprehension is a special kind of a thinking process. Reading comprehension involves getting meanings from the printed material and passage.

Reading comprehension is a term used to identify skills needed to understand and apply information contained within the material. The skills they are suggested are decoding ability, knowledge of vocabulary presented familiarity with the concept and cognitive development. Carrel et al (1988;2) says that reading is viewed as a decoding process of reconstructing the printed letters and words, and building up a meaning for a text from the smallest textual unit at the 'bottom' (letters and words) to a larger and larger unit at the 'top' (phrases, clauses, and intersectional linkages). Accordingly, we can see that the comprehension of reading text might be helped by the context provided by the words, phrases, clauses, and the concession in it.

According to Heaton (1989;105-106), reading comprehension involves the following activities:

1) Distinguish between letters and recognize letter sound relationship;
2) Recognize words and group of words, requiring an ability to associate sounds with their corresponding graphic symbols and understanding meanings;
3) Understanding the meaning of words groups in the contexts in which in which they appear (it also includes the ability to use context clues to determine the meaning of particular words);
4) Recognize structural clues and comprehend structural patters;
5) Perceive relationship (temporal and spatial) and sequence of words;
6) Comprehend the paragraph and longer unit of prose and select the main idea and other salient features;

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7) Comprehend the plain meaning of a sentence or any complete sequence ideas;

8) Draw a conclusion, make an inference and 'read between the line';

9) Scan for specific information;

10) Read critically, quickly and with case adapting a flexible approach and varying the reading strategies according to the type of reading material used.

From the statement above, it can be concluded that reading comprehension needs many abilities. In this case, a reader is hoped to do more than just read the text, s/he must recognize the printed materials and gain the meaning. Kustaryo (1988;2) presents that reading might be defined as the meaningful interpretation of printed or written verbal symbols. For the beginner, reading concerns with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the text he has read. The reasoning side of reading becomes increasingly important as word recognition is mastered.

Therefore, it can be understood that reading is the combination of word recognition, intellectual, and emotion interrelated with prior knowledge to understand the massage communicated.

2.1.1 Two Factors Affecting Reading Comprehension

Otto et al. (1979; 147-151) state that there are two factors that are affect reading comprehension. There are: the materials to read and the reader.

a. The Materials to Read

The materials those affecting reading comprehension are as follow:

1. The material which is extremely difficult for the students to comprehend. For example, the material, which conveys the philosophical concept, is the barrier to comprehension;

2. The material which has some vocabulary, which generally refer to specialized terms in certain field. For example, the terms in a medical textbook will make the students elusive;

3. The material, which put special meaning forward, can be considered as the barrier to comprehension. If the reader finds special meaning forward, the reader fits his mental image; he will not get difficulty to comprehend the text. For example, an American reader would comprehend that the game is being played with a boot or some kind and a ball when he reads the passage about the game, it is because that he has known the special word meaning, such as innings, bawling pitch, over, and ship;

4. The material, which involves complicated grammatical structure, will also affect comprehension. The grammatical structure is considered when a sentence applies many clauses and it is not divided into several sentences which are considered as less complex grammatical structure.

It can be concluded that the characteristics of the materials being read can be a major block to comprehension. The concept, specialized vocabulary, and unfamiliar syntactical structure can reduce the comprehension of the reader.

b. The Important Things that Must be Possessed by the Reader

When reading the text, the reader should have seen important things as follows:

1. The reader should have the background of the knowledge for comprehending the material. If the reader have enough background when they read the reading material, they would not get difficulty in comprehending the material. The background may refer to the experience they take in their daily life. For example a reader who reads the story describing a trip to a museum will really comprehend it, since s/he has taken an opportunity to go to the museum compared to the reader who never goes to the museum;

2. The reader should have decoding skill. This skill needs the reader attention when he is reading the printed material. Otto at al. (1979; 149) warns that the reader has to use most of their available attention for the purpose of decoding; insufficient attention will be left for processing the meaning of the passage;

3. The reader should have a purpose when he reads the passage. If the reader is attempting to get only the general idea of the passage, comprehension of small details, the topic sentence will be low; he may lose the overall theme of the passage. If, it is too often the case, the reader's only purpose for reading a passage is to complete a class assignment, comprehension may be minimal, because no real focus has guided the reader,

4. The attitude of the reader holds about reading itself. If reading is regarded as an enjoyable experience and as a way of gathering information, comprehension will likely be at a high level, because the reader is interested in what is being read and wants to read the material.

It can be said that those two factors are very important. If the reader does not have background knowledge, decoding ability, and most of all interest in the reading passage, s/he will find difficulty in understanding it. Furthermore, the teacher should consider the reading rate as a factor which influences reading comprehension. Turner, in Alexander (1988; 161) says that optimal reading comprehension requires the student to be able to vary reading rate.

2.2 Comprehension Skills

Kustaryo (1988;11) stated that reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students' experiences and prior knowledge. Comprehension involves understanding vocabulary, see the relationship among words and concepts, organizing ideas, recognizing the author's purpose, making judgment, and evaluating.

Therefore, reading with comprehension is an effort to master the reading text by understanding the relationship among the words or ideas found in the text. According to Burns (1984;151), reading comprehension includes; comprehending word meaning, comprehending sentence, comprehending paragraph, and comprehending the whole selection.

Sometimes, after reading a text, a student does not know what the topic of the text is. He is unable to understand the paragraph he has read. In order to

understand a paragraph he must understand the key words. Not only that but also the meaning of all words and their relationship within the paragraph. Therefore reading comprehension involves word, sentence, and paragraph, and the whole text comprehension that have been learnt in the class. In the following parts, word, sentence and paragraph comprehension are discussed since this research focuses on them.

2.2.1 Word Comprehension

Burns et al (1984;161) states that understanding printed material depends upon knowledge of a word meaning. Wiener (1985;154) describes that before one can understand a complete sentence, one must know the meaning of at least most of the words in the sentence, as they are used in that sentence. Therefore, a teacher is better to enclose a glossary or a word list in any reading text. The teacher should also make sure that the text given to the students matches their prior knowledge.

In order to read confidently, the reader needs to know the meaning of the words as they read. Without knowing the meaning of words, they might get nothing for their reading. In other words, they might get difficulty in comprehending the text. However, it is not necessity for the readers to know the meaning of all words in the text one by one. Because if they do that, they might get confusion.

Indeed, English words are complex, and this complexity brings difficulties to the students who try to learn them. Kustaryo (1988;16) said that to avoid great difficulties, the secondary meaning of words should not be introduced before the primary meanings are established. For example, the word 'sweet' should be connected to the word 'sugar'. The students should be sure that they are use normal speech and feel what words fit together. In learning vocabulary, they require to use not only their thought but their feeling as well.

In fact, understanding word meaning is basically important in reading comprehension, since understanding the written material depends upon the understanding of the word meaning. Therefore, it is impossible for the readers to

comprehend the text without understanding the meaning of the words. However, the readers does not have to know the meaning of all words, as the meaning of the words can be recognized through the word parts or context clues provided by the author.

2.2.2 Sentence Comprehension

A reader can sometimes try to guess the meaning of a word and then can go through to a further task in understanding sentences. This will happen when they find unfamiliar words; they should not spend too much time to find a meaning of a single word. They are better to understand the meaning of some words constructed in a sentence. Hornby (1995;1071) defines a sentence as a set of words expressing a statement, a question or a command. It contains a subject and a verb, and it begins with a capital letter and ends with a full stop or an equivalent mark.

McWhorter (1989;86-91) states that long sentences that have more than one meaning, or sentences, which contain difficult grammatical patterns often, cause comprehension problems. Moreover, she says that in order to recognize the meaning of sentences, the readers need to find the important information stated. They should sort or sift of less important ideas. They also should know how the ideas are connected. Further, she states three steps in recognizing or understanding a sentence. They are identifying ideas, locating details, and knowing how the ideas are combined in a sentence.

1. Identifying Key Ideas

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

Frida eats hamburger

The key ideas are:

Frida as subject

Eats as predicate

Hamburger as object

In many long and complicated sentences, the key idea is not as obvious as in the previous example. To find the key idea, ask:

1. Who or what is the sentence about?
2. What is happening in the sentence?

For example:

Intelligence, as measured by IQ, depends on the kind of test given, the skill of the examiner, and the cooperation of the subject

In this sentence, the answer to the question, "who or what is the sentence is about?" is "intelligence". The verb is *depends*, and the reminder of the sentence explains the factors upon which intelligence depends.

2. Locating Details

The next step in understanding a sentence is to see how the details affect its meaning. Most details either add to or change the meaning of the key idea. Usually they answer such questions about subject or predicate as *what*, *where*, *which*, *when*, *how*, or *why*. For example:

Philip drove his car to Florida yesterday

What did he drive? (His car)

Where did he drive? (Florida)

When did he drive? (Yesterday)

3. How is the Ideas Combined in a Sentence

A sentence always expresses an idea, but some sentences may express more than one idea. In fact, two or more complete ideas can be built into one sentence. For example:

    a. *Victoria expected a high grade, yet she received a C*

    b. *We will go bowling, or we will see a movie*

Two ideas are often combined to explain and emphasize the relationship between them. The word chosen to connect them often signals the relationship. In this example **yet** and **or** are used

2.2.3 Paragraph Comprehension

McWhorter (1989;101-119) says that in understanding a paragraph the first thing you need to know is what the paragraph is about. The one thing the whole paragraph is about is called the topic. The point that the whole paragraph makes is called the main idea. The sentences that explain the main idea are called details. To connect their ideas, writer use words and phrases known as transitions. A paragraph, then, is a group of related sentences about a single topic. It has four essential parts:

1. Topic; the topic is the one thing a paragraph is about. Every sentence in a paragraph in some way discusses or explains this topic.

2. Main Idea; to find main idea, use the following suggestions;

   a. Locate the topic; the main idea is the most important thing the author wants to know about the topic. It is the most important statement about the topic. For example:

   > 'Family violence is a widespread problem in the United States. Family disputes account for 30 percent of the aggravated assaults and 33 percent of homicides. More police officers are killed handling domestic disputes than in any other activity. We often assume that such violence is carried on by people who are mentally deranged, but research has found that this is not true. Normal people in all walks of life and at all economics level fall victim to family violence'.

   In this example, the topic is <u>family violence.</u> The most important point that the author wants to emphasize is that family violence is a problem in USA

   b. Locate the most general sentence; it expresses the main idea. The sentence must be general enough to include or cover all the other ideas (details)in the paragraph. In the paragraph above the first sentence makes a general statement about family violence – that it is a widespread problem in USA.

     c.   Study the details; the main idea must be connect, draw together, and make the rest of the paragraph meaningful. In the paragraph above, sentence 2,3,4 and 5 each give details about family violence. Sentence 2 and 3 express facts that tell how widespread the problem is. Sentence 4 and 5 explain who the victims are.

3.   Details; supporting details are those facts and ideas that prove or explain the main idea of a paragraph. The most common types of supporting details are:

     a.   Examples; they make ideas and concepts real and understandable.

     b.   Facts or Statistics; they may provide evidence that the main idea is correct.

     c.   Reasons; a writer may support an idea by giving reasons why a main idea is correct.

     d.   Descriptions; when the topic of a paragraph is a person, object, place or process, the writer may develop the paragraph by describing the object. Descriptions are details that help you create a mental picture of the object.

     e.   Steps or Procedures; when a paragraph is written to explain how to do something, the paragraph details are often lists of steps or procedures to be followed.

4.   Transitions; transitions are linking words or phrases that a writer uses to lead the reader from one idea to another.

A paragraph, then, provides explanation and support for the main idea about a particular topic. The sentence that expresses the main idea is called the topic sentence. Thus, we can conclude logically from statement above that to increase a reader's skills, it requires a certain skill through understanding and practice.

2.2.4 The Whole Text Comprehension

To get better understanding in reading comprehension, it is better for the students to know that comprehension not only depends on comprehending words, sentences, and paragraph, but also depends on the comprehending of the written information in the whole composition. In other words, the aim of reading comprehension is to comprehend the information in the whole composition by comprehending the words, sentences, and paragraphs.

Comprehending the whole composition is very important in the process of reading comprehension. Burns et al (1984; 137) stated that the entire selections consist of words, sentences, and paragraph and understanding the whole selection depends upon understanding the smaller units. In comprehending the whole selection, the students must comprehend the possible meaning of words which expand his knowledge of facts. They should comprehend sentences which express details information. Then comprehend paragraph in which an author covey his ideas, thoughts, and concepts. Finally, their task is to comprehend the whole composition, which is composed with a sequence of paragraphs.

Based on the explanation above, it can be concluded that reading comprehension includes comprehending words, sentences, paragraphs, and the whole selection. In other words, the reader should know the meaning of words, sentences, paragraph, and the whole selection.

2.3 The Reading Comprehension Materials of the Second Year Students of SLTP Based on the 1994 English Curriculum

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

2.3.1 The General Objectives of Teaching Reading for the Second Year Class of SLTP Based on the 1994 English Curriculum

1. Finding certain information,
2. Comprehending general description of certain text,
3. Finding stated main idea,
4. Finding implied meaning,
5. Finding stated detail information,
6. Finding implied detail information,
7. Recognizing the meaning of words, phrases, and sentences based on the context,
8. Getting enjoyment.

2.3.2 The Reading Themes and Sub-Themes for the Second Year Class of SLTP Based on the 1994 English Curriculum

The following table is about reading themes and sub-themes that must be covered in second year class of SLTP.

<u>Semester 1</u>

Sports	The Facilities of Sports
	The Measure of Sports
	The Kind of Sports
	The Competition of Sports
	Athlete
Health	Doctor and Medicine
	In Hospital
	Medicine
	Disease
	Our Body

3.3 Respondent Determination Method

Respondent determination method is a method used to determine the individual who can represent or be used as data resources. Arikunto (1998;114) says if the researcher used questionnaire or interview in collecting the data, the data resource is called respondents which means the person who responses or answer the researcher's questions either written or oral question.

In this research, the respondents were taken from the second year students of SLTP Negeri 1 Arjasa Jember in the academic year 2002/2003. The total number of population of the second year students of SLTP Negeri 1 Arjasa Jember was 126 which were distributed equally into three classes, each class has 42 students. This research used cluster random sampling by lottery to determine the respondents.

3.4 Data Collection Method

There are two kinds of data in this research, the primary and the secondary data. The students' scores in their reading comprehension was the primary data, while all information concerning the research area and the respondents was the secondary data. This research used three methods in collecting data, they were; test, interview, and documentation.

3.4.1 Reading Comprehension Test

Test is a set of question or exercises or another instrument to measure the skill, knowledge, intelligence, or aptitude of an individual or a group (Arikunto, 1998;139). According to Hughes, test is divided into four groups, namely achievement test, proficiency test, diagnostic test and placement test (1996;9). An achievement test was used in this research to measure the students' achievement in reading comprehension. The achievement that had been measured was already thought by the teacher in the English subject at school. The objective of the test was to measure the students' achievement in; comprehending words, comprehending sentences, comprehending paragraphs, and comprehending the whole text.

Furthermore, Hughes (1996;10) states that, 'achievement tests are directly related to language courses, their purpose being to establish how successful individual students, groups of students, or the courses themselves have been in achieving objective'. Since the test was an achievement test, it was constructed based on the 1994 English Curriculum. A good test must be valid and reliable. Hughes states that a test is said to be valid if it can measure what is intended to be measured (1996;22). Reliable test means the instrument can give consistent results. In this research, the test used content validity in which the test items were constructed based on the indicators and the materials of the test items were based on syllabus used. In this case, the students' reading comprehension achievement was measured.

The term reliability refers to consistency of the test result or the score. This test was conducted based on the indicators which were used in this research. It means that the test it self was valid. It is supported by Joni (1992;38) who states that if the test is valid, it must be reliable.

There are some kind of tests, Ali (1993;101) says that there are types of the test either in the form of subjective test or objective test, but an objective test in the form of multiple-choice is widely use. Furthermore, he also says that the advantages of an objective test as follows:

1. it can be scored easily;
2. it can test many materials in a relatively short time;
3. the questions are easily written;
4. it avoids guessing, because there are some other alternative answers.

In addition, Heaton (1990;112) notes,'the multiple-choice test are usually used to test grammar, vocabulary, reading comprehension, and writing. In this research, the multiple-choice test was used to get primary data and it was applied to measure the students' reading comprehension achievement. It was to know to what extent the students' reading comprehension ability in word comprehension, sentence comprehension, paragraph comprehension, and the whole text comprehension.

The number of the test item was 40 items, which was distributed into the four indicators, namely: word comprehension 12 items, sentence comprehension 12 items, paragraph comprehension 7 items, and the whole text comprehension 9 items. They were distributed into the four indicators of the research. Because it was a teacher made test, before the test was given to the respondents, it had been tried out to check whether the level of the difficulty is fair or not. Since the research used cluster random sampling by lottery as respondent determination method, the test will be tried out to other class which was not elected.

3.4.2 Interview

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

In this research, free guided interview was used to get the supporting data about the curriculum used by the teacher, reading materials that had been taught, the teaching techniques used in the reading teaching and the books used in English teaching.

3.4.3 Documentation

In this research, documentation was used to get the supporting data about the names of the respondent, the school facilities, and the English teacher and its background.

3.5 Data Analysis Method

According to Suryabrata (1997; 85), the important step in a research activity is analyzing the data. The purpose of data analysis is to analyze and to interpret the data into meaningful information. Further, he says there are two ways of data analysis methods, namely; statistical and non-statistical methods. The use of them depends on the kind of the data. On one hand, if the data are quantitative,

the statistical method is used. On the other hand, if the data are qualitative, non-statistical method is used. This research deals with quantitative data. Therefore, statistical analysis was used. The following formula was used to calculate the percentage of each indicator of the students' reading comprehension ability of the second year students of SLTP Negeri 1 arjasa Jember in the 2002/2003 academic year.

$$\Sigma = \frac{n}{N} \, x \, 100\%$$

Notes :

Σ = The percentage of students' reading comprehension skill

n = The students' score

N = Total item score

(Adapted from Ali, 1993; 186)

Then, the result of the data analysis in the percentages were categories based on the classification of the score levels presented in the table below.

Table 1: The Classification of the Score Levels

Percentage	Category
96% - 100%	Excellent
86% - 95%	Very good
76% - 85%	Good
66% - 75%	More than enough
56% - 65%	Enough
> 55%	Poor

(Adapted from Dekdikbud, 1995; 10)

IV. RESULTS AND DATA ANALYSIS

The result of this research deals with supporting and primary data. The supporting data were collected by using documents, interview, and try out while the primary data were taken by using reading comprehension achievement test.

4.1 Supporting Data

4.1.1 The Results of Documentation

This research was conducted at SLTP Negeri 1 Arjasa Jember, Jl. Kartini no. 1 Arjasa Jember. The school had 9 Classroom to conduct the teaching learning process (TLP), 1 Unit of Students' Health, 1 library, and 1 scientific laboratory. There were 24 teachers to conduct the TLP in SLTP Negeri 1 Arjasa.

There were two English teachers in charge of teaching English in 9 classes. The names of the school personnel can be seen on Appendix 6. The total number of the students at SLTP Negeri 1 Arjasa in the 2002/2003 academic year was 126 students that were divided into 9 classes, three classes for each grade. Dealing with the names of the respondents, the research respondents were the second year students of SLTP Negeri 1 Arjasa, can be seen on Appendix 7.

4.1.2 The Results of Interview

Interview was conducted with the English teacher to obtain the supporting data about the English curriculum and the approach used in teaching English, the technique used in teaching English especially reading comprehension and the book used in teaching English. The results of the interview are as follows.

In teaching English, the teacher applied communicative or meaningfulness approach based on the 1994 English curriculum. The English teaching covered four English skills, namely; reading, writing, speaking, and listening. The four English skills were taught integratively. In English teaching, the teacher used Indonesian more than English to make the students easier to understand the lesson. The English book used by the English teacher is *Lets Learn English 2,* published by PT. EDUMEDIA. The book was used on the consideration that the

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contents of the book are relevant to the 1994 curriculum for SLTP students.

4.1.3 The Result of Homogeneity test

The aim of homogeneity test was to know whether the existing classes as the populations were equal and had the same ability or not. In order to know the homogeneity of those groups, the result of the test was analyzed by using the Microsoft Excel application of ANOVA using Single Factor Formula. The result of homogeneity test can be seen in appendix 8 and appendix 9. To prove whether the computation result was significant or not, it was consulted to the F-table with the level of significance 5%. The result of F-statistical computation of F-test was 1,3115916 and F-table on 5% of significance level was 3,0699. Having been compared, F-statistical computation was lower than F-table, so the result was non-significant. This means that there was no significant difference of the three classes. Then one of them was determined as the respondent, which is class II C.

4.1.4 The Result of Tried Out

Before the test was given to the respondents, it had been tried out to the students of IIB at SLTP Negeri 1 Arjasa Jember. The result of tried out can be seen in appendix 9. From the result of tried out, it can be concluded that the test items were appropriate for them, not too easy not too difficult. It was provided by their scores, on the average they get score between 45% - 67,5%. The details are for word comprehension 48.01%, for sentence comprehension 54.36%, for paragraph comprehension 75.17%, and for the whole text comprehension 64.02%. In addition, the instruction was understandable, the students answered the question based on the instruction given. When the students were doing the test, they never asked about the instruction. This because the instruction were in two languages, in English and Indonesia. The time allocated were enough 2 x 45 minutes. There was no question to be revised. The classification of the students' tried out reading comprehension achievement presented in table 2.

Table 2. The Classification of the Students' Tried Out Reading Comprehension Achievement

No	Indicator	Mean	Scores Range	Category
1	Word comprehension	48.01%	46% – 55%	Poor
2	Sentence comprehension	54.36%	56% – 65%	Enough
3	Paragraph comp.	75.17%	66% – 75%	More than enough
4	The whole text comp.	64.02%	56% – 65%	Enough
	The students' reading comp. Achievement	58.27%	56% – 65%	Enough

4.2 Primary Data

4.2.1 The Results of Reading Comprehension Test

The primary data were taken by using reading comprehension achievement test. The respondents were given a test to know the students' reading comprehension achievement. The primary data were about the students' reading comprehension achievement in the form of scores. The test consisted of 40 items, which was distributed into the four indicators, namely: word comprehension 12 items, sentence comprehension 12 items, paragraph comprehension 7 items, and the whole text comprehension 9 items. The data of the students' reading comprehension achievement of each indicator are presented in the Table 3.

Table 3. The Data Analysis of Reading Comprehension Test Obtained by the Students Based on Each Indicator.

NR	The Number of Correct answers of Each Indicators				The Total	
	WC	SC	PC	WTC	CORRECT ANSWER	SCORE (%)
1	10	6	3	7	26	65
2	7	5	6	5	23	57.5
3	5	5	4	4	18	45
4	4	5	5	5	19	47.5
5	5	6	7	4	22	55
6	8	9	5	6	28	70
7	5	5	5	7	22	55
8	5	6	5	7	23	57.5
9	7	11	4	3	25	62.5
10	6	11	5	7	29	72.5
11	7	9	4	6	26	65
12	6	5	5	4	20	50
13	6	7	5	4	22	55
14	6	8	5	7	26	65
15	8	8	4	4	24	60
16	4	6	5	5	20	50
17	6	8	3	4	21	52.5
18	7	7	7	5	26	65
19	7	5	3	7	22	55
20	7	10	7	6	30	75
21	6	7	7	7	27	67.5
22	7	7	5	7	26	65
23	5	5	5	7	22	55
24	6	5	4	3	18	45

NR	WC	SC	PC	WTC		Score
25	7	5	7	5	24	60
26	7	8	5	7	27	67.5
27	5	5	7	5	22	55
28	7	7	4	6	24	60
29	4	5	3	6	18	45
30	7	11	4	5	27	67.5
31	5	8	7	8	28	72.5
32	6	7	6	3	22	52.5
33	4	6	3	4	17	42.5
34	8	5	5	4	22	55
35	5	5	4	7	21	52.5
36	5	7	3	6	21	52.5
37	7	7	6	9	29	72.5
38	6	5	6	6	23	57.5
39	5	6	6	3	20	50
40	6	6	6	7	25	62.5
41	6	8	3	6	23	57.5
42	7	6	5	7	25	62.5
Tot	257	283	208	235	983	2457.5
Mean	50.99%	56.15%	70.75%	62.17%	58.51%	

Explanation:

NR   : Number of Respondents

WC   : Word Comprehension

SC   : Sentence Comprehension

PC   : Paragraph Comprehension

WTC   : the Whole Text Comprehension

Score : The Total Number of Each Students' Scores in Percentage

Mean : the average scores of each indicator obtained by the students

We have to analyze the data obtained by using the following formula;

$$\Sigma = \frac{n}{N} x\,100\%$$

The detail calculations are as follow:

Σ :   Percentage

N :   Total Right Answers x Total Number of Respondents
                    Number of Indicators

n :   The Total Scores of Each Indicator

1. The students' achievement in **comprehending words** was

    N :   12 items x 42 respondents = 504

    $\dfrac{257}{504}$ x 100% = **50.99%**

2. The students' achievement in **comprehending sentence** was

    N :   12 items x 42 respondents = 504

    $\dfrac{283}{504}$ x 100% = **56.15%**

3. The students' achievement in **comprehending paragraph** was

    N :   7 items x 42 respondent = 294

    $\dfrac{208}{294}$ x 100% = **70.75%**

4. The students' achievement in **comprehending the whole text** was

    N :   9 items x 42 respondent = 378

    $\dfrac{235}{378}$ x 100% = **62.17%**

5. Finally, the students' **reading comprehension achievement** was

    N :   40 items x 42 respondents = 1680

    $\dfrac{983}{1680}$ x 100% = **58.51%**

Based on the computation above, it can be seen that the students have the highest achievement in paragraph comprehension, then it is followed by the whole text comprehension and sentence comprehension, and the lowest achievement is the word comprehension.

4.2.2 Data Analysis

After having the computation step, the results were consulted to the table of score level classification (see; table 1 page 20), and the result is reported in the Table 4.

Table 4. The Classification of the Students' Reading Comprehension Achievement

No	Indicator	Mean	Scores Range	Category
1	Word comprehension	50.99%	46% – 55%	Poor
2	Sentence comprehension	56.15%	56% – 65%	Enough
3	Paragraph comp.	70.75%	66% – 75%	More than enough
4	The whole text comp.	62.17`%	56% – 65%	Enough
	The students' reading comp. Achievement	58.51`%	56% – 65%	Enough

As we can see that the highest comprehension that the students achieve is paragraph comprehension and the lowest is word comprehension. Between those two indicators there are the whole text comprehension and sentence comprehension. This makes their reading comprehension achievement in the category of enough.

4.3 Discussion

The problem of this research is the reading comprehension achievement of the second year students of SLTP Negeri 1 Arjasa Jember in the 2002/2003 academic year. Based on the result of the data analysis presented in table 3, in

general, the students' reading comprehension achievement was classified as enough (58,51%), because the mean score was in the interval between 56% – 65%.

Based on the data analysis presented above, it can be seen that the percentage of the students' reading comprehension achievement, covering word comprehension, sentence comprehension, paragraph comprehension, and the whole text comprehension is ranged from 50,99% up to 70,75%. The word comprehension with 50,99% achievement or poor was considered difficult reading skill, while the paragraph comprehension with 70,75% achievement or more than enough was considered easier skill among the other reading skills.

The students find that comprehending words without enough context and prior knowledge was very difficult to be done. As Burns et al (1984;161) said that understanding printed material depends upon a knowledge of a word meaning. As the students get some trouble in comprehending words, they will also face the same problem with their comprehension. The way the teacher teaches vocabulary is also considered as a weakness, it is better for the English teacher to make the students become more familiar with the words or vocabulary by adding some context in it. As young and savage (1982;92) say that a teacher should socialize the words and their meaning before they are given to the students in the form of text.

The students can also improve their reading comprehension achievement by doing some reading training, such as doing some tasks in any English textbooks; the compulsory and the supplementary book. It will work well because those books have already covered all Basic English knowledge for them as secondary school students. They also can avoid getting bored with those books, like by reading some articles and short stories found in many English magazines. So this way, hopefully the reader can gain much knowledge to be applied in reading any academic reading text. This finding shows that the students reading comprehension achievement was still low. They still could not perform good comprehension, especially in comprehending words.

V. CONCLUSION AND SUGGESTION

5.1 Conclusions

Based on the results of the data analysis, it can be concluded that in general, the second year students of SLTP Negeri 1 Arjasa Jember 2002/2003 academic year had enough qualification (58.51%) on reading comprehension achievement. This result was supported by the mean score of the students' reading comprehension achievement of each indicator as follows:

a. On the average of 50.99%, the students' achievement of word comprehension was poor.

b. On the average of 56.15%, the students' achievement of sentence comprehension was enough.

c. On the average of 70.75%, the students' achievement of paragraph comprehension was more than enough.

d. On the average of 62.17%, the students' achievement of the whole text comprehension was enough.

The result shows that comprehending a paragraph was easier for the students compared to comprehending isolated words. This fact is getting more obvious because the average score on the paragraph comprehension was higher than the word comprehension. It was because of the sufficient context provided by the paragraph. The average score of the whole text comprehension was lower than paragraph comprehension, since the text is still to long for them to comprehend. Even though the sentence comprehension is still in the category of enough, but the score range is near to poor. Nevertheless, it was still better than a single word comprehension for no context is available for the words.

This shows that the second year students' of SLTP Negeri 1 Arjasa Jember still need to improve their reading comprehension achievement, especially the word comprehension achievement since reading comprehension is important as a mean of developing the other English skills, such as; listening, writing, and speaking.

5.2 Suggestions

Based on the results, suggestions are given, particularly for the English teacher and other researchers.

a. **The English Teacher**

The English teachers should try to improve the students' reading comprehension achievement, especially word comprehension achievement and sentence comprehension achievement by using some other strategies in teaching reading comprehension. In teaching new words or vocabulary, they may ask the students to find the meaning of words based on the context.

b. **The Students**

The second year students face a high difficulty in comprehending words and a little bit in comprehending sentences. This means that they have to practice reading and doing the reading exercise a lot to improve their reading achievement.

c. **Other Researchers**

It is suggested to the other researchers to conduct a further research dealing with the similar problem by using another design, such as an experimental research to reveal better methods of teaching reading.

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Appendix 1
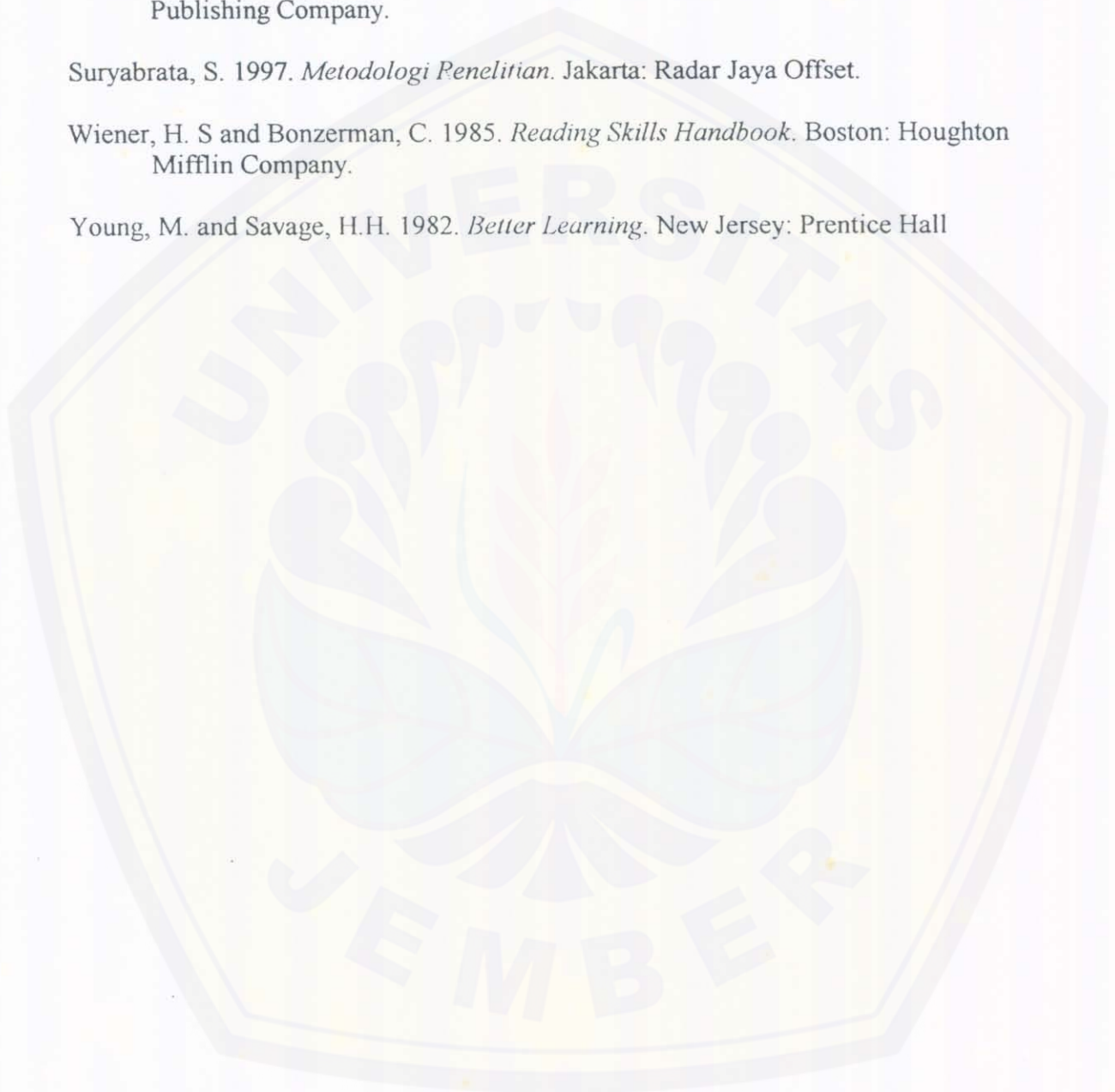
RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD
A descriptive study on reading comprehension achievement of the second year students of SLTP Negeri 1 Arjasa Jember in the 2002/2003 Academic year	Major problem: To what extent is the second year students' reading comprehension achievement at SLTP Negeri 1 Arjasa Jember in the 2002/2003 academic year? Specific problem: 1. To what extent is the students' word comprehension achievement? 2. To what extent is the students' sentence comprehension achievement? 3. To what extent is the students' paragraph comprehension achievement? 4. To what extent is the students' whole text comprehension achievement?	The students' reading comprehension achievement	1. Word comprehension 2. Sentence comprehension 3. Paragraph comprehension 4. Whole text comprehension	1. Respondents The second year students of SLTP Negeri 1 Arjasa Jember 2. Informant The English teacher 3. Document	1. **Area Determination Method:** Purposive sampling 2. **Respondent Determination Method:** Cluster random sampling by lottery 3. **Data Collection Method:** 1. Test 2. Documentation 3. Interview 4. **Data Analysis:** $$\Sigma = \frac{n}{N}.x100\%$$ Notes : Σ = The percentage of students' reading comprehension skill n = The students' score N = Total item score

(Adapted from Ali, 1993; 186)

Appendix 2

Full Name :   :

Students' Regristration :   :

READING COMPREHENSION TEST

Class   : II/Second year

Level   : Junior High School

Semester : 1/ONE

Time   : 2 x 45 MINUTES

TEXT ONE:

Read the text carefully and answer the following question! Cross the best answer directly in this paper! (Bacalah dengan cermat dan jawablah pertanyaan dibawah ini! Silang jawaban yang benar lansung di kertas ini!)

Every school usually has facilities for sports. They are things or circumstances that help students do outdoor exercises or indoor exercises, such as athletics, wrestling, karate, pencak silat, etc., or to play game such as football, volleyball, badminton, or tennis.

In order to make students interested in sport there must be facilities for sport. If there is a football field in school, students might become interested in football. If there is a volleyball court in school students might become interested in volleyball. To have facilities for sport, a school needs much money and land. Schools that still have pieces of land have good prospects to have a sports hall for basketball, volleyball, and badminton.

Schools that have facilities for sports are expected to produce healthy and brilliant students. They can go to school everyday because they are rarely sick and they can do all the school's task well. They need not only the theory of sport but also the practice of sport.

(the Global Language, page 2)

Choose the best answer! (Pilih jawaban yang benar!)

1. 'They help students do outdoor exercises'.

   What does *outdoor* mean?

   a. In a house
   b. In a building
   c. In the open air
   d. Not in the open air

2. 'The schools are expected to produce healthy and brilliant students'.

   Brilliant means very…

   a. Lazy
   b Foolish
   c. Stupid
   d. Intelligent

3. 'They can go to school everyday because they are rarely sick'.

   Rarely means…

   a. Often
   b. Never
   c. Seldom
   d. Sometimes

4. 'The children look very healthy'.

   Healthy means strong…

   a. and fresh
   b. and rarely sick
   c. and able to go to work
   d. but unable to do daily activities

5. 'The school has a sport hall for playing sports'.

   A hall means…

   a. A large room
   b. A good room
   c. A narrow room
   d. A small room

6. What is the opposite of 'Brilliant"?

   a. intelligent
   b. stupid
   c. Lazy
   d. foolish

7. What is the opposite of 'Healthy'?

   a. lazy
   b. strong
   c. Sick
   d. weak

8. where is the hall should be?

   a. inside the school
   b. in the public field
   c. Outside the school
   d. In the city square

9. What do the children need instead of the theory of sport?

    a. Sports shoes   c. Sports jacket

    b. Kinds of sports   d. The practice of sport

10. In America, football is called…

    a. Soccer   c. Basketball

    b. Softball   d. Baseball

11. What must be there to help students so they can enjoy doing sports?

    a. Football court   c. Sport facilities

    b. Money   d. Land

12. They can go to school everyday because they are rarely sick' paragraph 3 line 2. Who can go to school everyday?

    a. The teachers   c. The students

    b. The headmaster   d. The administrator

13. What is the main idea of the 1st paragraph?

    a. Facilities   c. Athletics

    b. Outdoor exercise   d. Facilities for sport

14. What is the topic sentence of the 2nd paragraph?

    a. There must be facilities for sport to make students interested in sport

    b. There must be a volleyball court to make students interested in sports

    c. A school needs much money and land to have facilities for sports

    d. Students might be interested in football if there is a football field in school

15. What is the main idea of the 3rd paragraph

    a. Theory of sport   c. Healthy and brilliant students

    b. School's facilities   d. Practice of sport

16. According to the text, what makes the students healthy so they can go to school everyday?

    a. Sports   c. Football

    b. Money   d. Volleyball

17. What are expected by having sport facilities?

    a. The students can enjoy going to school everyday

    b. The students can do the task well

    c. The school can produce healthy and brilliant students

    d. The students can have both theory and practice together.

18. Why sport facilities are needed?

    a.   To make students fun in doing sport

    b.   To make students interested in sport

    c.   to help students with their homework

    d.   to have a sport hall for basketball

19. What does the text tell you about?

    a. School's sport facilities   c. Indoor exercises

    b. Outdoor exercises   d. Healthy students

20. What is the best title for the text above?

    a. Indoor exercises   c. Students' interest in sport

    b. Sport facilities   d. Theory of sport

TEXT TWO: Read the text carefully

LIFE IN THE CITY

Big cities like New York, Tokyo, London, and Buenos Aires are among the modern wonder of the world. Many people go to these cities to live. Every year more and more people move from the small town to the big city. The big cities are becoming bigger and the small towns smaller.

Big cities offer more advantages than small town do. A museum in New York is sure to be bigger and better than a museum in any small town in united stated. The theaters of Paris are better than those in the town and villages of France. The hospitals in Chicago are more modern than those in small towns. Also, transportation between big cities is usually better than that between big cities and small town. The restaurant in Tokyo, San Francisco, Mexico, etc., are better than those in small towns - and the service is no less friendly. And the fountains in the town of Italy are less impressive than those of Rome.

On the other hand, the bigger the city, the bigger the problems. And while people live in big cities, they do not like the problems of big cities. They move to the cities, but they dream about the peace and quiet of the country. Still, big cities are proud of their size and each wants to be the biggest. Everyone knows, however, that big cities cannot be allowed to just grow. Sooner or later, each city must think about what its proper size should be. Big cities should be more interesting in quality than in size.

Choose the best answer!

21. What is the opposite of 'big city' according to the text?
    a. small city   c. small town
    b. village   d. small village

22. What is the meaning of advantage?
    a. Professional   c. village
    b. City   d. profit

23. '.... are less impressive than those of Rome'. The underline word means:
    a. about   c. quite
    b. more or less   d. Not really

24. What is the synonym of 'quiet'?
   a. security   c. Very much
   b. calm   d. Crowded
25. '.... what its <u>proper</u> size should be'. The underline word means:
   a. right   c. True
   b. wrong   d. False
26. What is the meaning of 'friendly'?
   a. Shy   c. Generous
   b. kind   d. Hostile
27. 'Every year more and more people move from the small town to the big city'. From
   the sentence we can conclude that :
   a. many people go to the small town from the big city
   b. every month many people move to the big city
   c. the small town move to the big city
   d. many people move to the big city every year
28. 'The hospitals in Chicago are more modern than <u>those</u> in small towns'. The underline
   word refers to:
   a. Hospitals   c. Big city
   b. Chicago   d. False
29. 'The restaurant in Tokyo, San Francisco, Mexico, etc., are better than those in small
   towns - and the service is no less friendly'. What do you know about the restaurant
   service in the sentence?
   a. there are the same service in those places
   b. restaurants in San Francisco are more friendly than those in Mexico city
   c. restaurants in Tokyo are more friendly than those in San Francisco
   d. restaurant in Tokyo, and San Francisco are as friendly as those in Mexico city
30. '.... the bigger the city the bigger the problems'. What is the meaning of this
   sentence?
   a. bigger problem in big city   c. the city is big
   b. the problem is big   d. the problem of small town is big

31. '.... they do not like the problems of big cities'. The underline word refers to:

    a.   people in hospital   c. people in the village

    b.   people in big cities   d. people in small town

32. Big cities should be more interesting in quality than in size'. This sentence means:

    a.   big city is always interesting   c. Big city should be big in size

    b   big city should be big in quality   d. Every city is always big

33. What is the topic sentence of the 1st paragraph?

    a.   many people want to live in big cities

    b.   many people go to these big cities to live

    c.   the big cities are becoming bigger and the small town smaller

    d.   Big cities like New York, Tokyo, London, and Buenos Aires are among the modern wonder of the world

34. What is the main idea of the 2nd paragraph?

    a.   the advantage of big cities   c. Museum in New York

    b.   restaurant in Tokyo .   d. The theaters in Paris

35. In what paragraph is the information about problem in big cities?

    a.   1st paragraph   c. 3rd paragraph

    b.   2nd paragraph   d. 1st and 2nd paragraph

36. What is the topic sentence of the 3rd paragraph?

    a.   The bigger the city, the bigger the problem

    b.   big cities should be more interesting in quality than in size

    c.   big cities cannot be allowed to just grow

    d.   they do not like the problems of big cities

37. What facilities - in the text - does a big city usually have?

    a.   hospital and bus station   c. University and museum

    b.   hospital and fountain   d. Museum and school

38. Does a big city have fewer problems than a small town?

    a.   yes, it does   c. yes, we do

    b.   no, it doesn't   d. no, we don't

39. How do you compare the restaurant in big cities and in small town, according to the text?

    a.   the food price is the same   c. The service is more friendly

    b.   the waiters are always female   d. The restaurant is better in big city

40. What is the writer's suggestion from the text?

    a.   big city should be smaller

    b.   big city must be interesting in size

    c.   big city should be interesting in quality

    d.   small town should grow like big city

Appendix 4
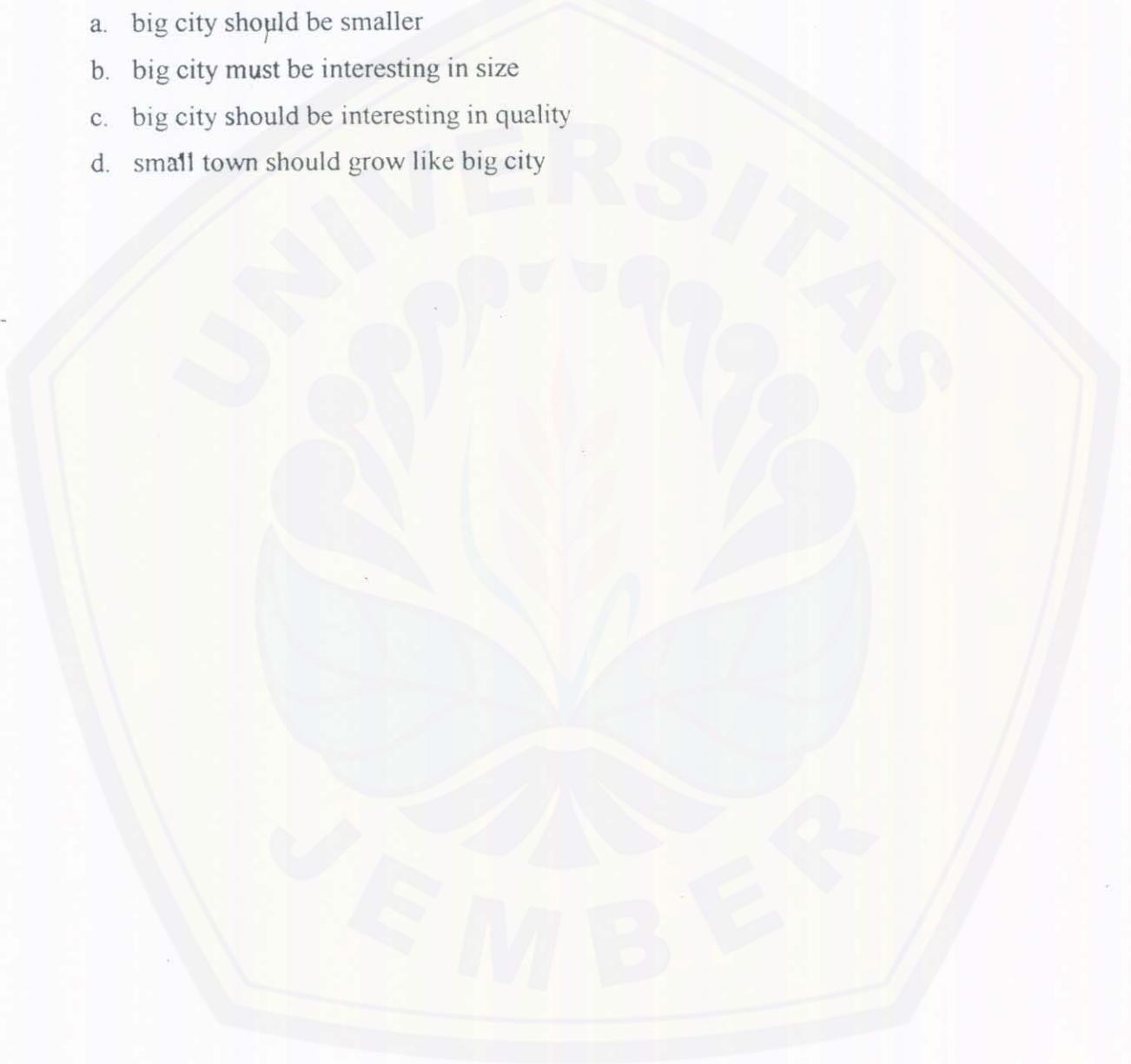
TABLE OF SPECIFICATION

TITLE	PROBLEM	VARIABLE	INDICATORS	TEST ITEMS
A Descriptive study on Reading Comprehension Achievement of the second Year students of SLTP Negeri 1 Arjasa Jember in the 2002/2003 Academic Year	To what extent is the second year students' reading comprehension achievement at SLTP 1 Arjasa Jember in the 2002/2003 academic year?	The students' reading comprehension achievement	1. word comprehension	1,2,3,4,5,6,21,22,23,24,25,26.
			2. sentence comprehension	7,8,9,10,11,12,27,28,29,30, 31,32.
			3. paragraph comprehension	13,14,15,33,34,35,36.
			4. whole text comprehension	16,17,18,19,20,37,38,39,40.

Appendix 5

The Guideline in Collecting Supporting Data Instrument

1. Interview Guide

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

2. Documentation Guide

No.	The Supporting Data Taken	Data Resources
1.	The Names of Respondents	Document
2.	The School Facilities	
3.	The School Personnel	

Appendix 6

Names of the Teachers of SLTP Negeri 1 Arjasa Jember in 2003

No.	Name	Explanation
1.	Drs. Nurhamaka	Headmaster
2.	Drs. Sunjoto	Guidance and Counseling
3.	Drs. Itjung	Guidance and Counseling
4.	Bambang Suhartono, BA	Guidance and Counseling
5.	Supartini, SPd	English
6.	Mardiyanto	English
7.	Drs. Imam Muarsin	Social Science
8.	Wiwiek Indawati Tj	Natural Science
9.	Aniek Hartiwi	Natural Science
10.	Catur Sri W, SPd	Natural Science / Mathematics
11.	Hari Basuki	Mathematics
12.	Eli Surnawati, SPd	Mathematics
13.	Catur Prasojo, SPd	Biology
14.	Puji Rahayu H	Physics
15.	Drs. Herman Suandi	Religion
16.	Sri Puasati	Bahasa Indonesia
17.	Endang Ummi L	Bahasa Indonesia
18.	Rum Nurhendra	Bahasa Indonesia
19.	Asih Musnifah	Bahasa Daerah
20.	Drs. Nurhadi	Pendidikan Moral Pancasila
21.	Kadar Sunarsih, SPd	Pendidikan Moral Pancasila
22.	Dwi Yuniarti	PPKn
23.	Jujur Triadi	Handicraft
24.	Abdurrahman, SE	Computer

Data recourses : Administration Staff

Appendix 7

No.	Names of the Respondents	
	Name	Male/Female
1	ACHMAD SIDIK	M
2	AHMAD ABDUL WASIK	M
3	AHMAD NURCHOLIS	M
4	ANDIKA MULYA WP.	M
5	ARIF RAHMAN HAKIM	M
6	CHOLIFATU NAWIYAH	F
7	DIAN SARI FITRIANINGSIH	F
8	DIAS REDHA W.	M
9	DINA SRI A.	F
10	DWI UBAIDILLAH	F
11	EKO UMAROH	M
12	ENDANG YUNITA	F
13	FRENGKI ROZI H.	M
14	HARIRI	M
15	HENDRA CIPTA W.	M
16	HENDRA PURWANTO	M
17	IKE ERNAWATI	F
18	JEFRIYANTO	M
19	JOHAN ILYAS	M
20	KRISTIFA AGUS D.	M
21	LIZA YULIANA F.	F
22	LUTMA DESMITA	F
23	NANANG PRASETYO	M
24	NINIK SUHARTATIK	F
25	NOVIE WAHYUNINGSIH	F
26	NUR AISYAH	F
27	NURUL HIDAYAT	M
28	PUSPITO INDRA JAYA	M
29	RAHMAD HIDAYAT	M
30	RIA TRISNAWATI	F
31	SAGITA CAROLINA	F
32	SENIWATI	F
33	SITI MIFTAHUL Q.	F
34	SUKARTINI	F
35	SUPIANA	F
36	TOTOK WIDIYANTO	M
37	VINA DWI SEPTIANA	F
38	YUYUN SRIWANTI	F
39	ZAINUL RAHMAD	M
40	M. DAVID	M
41	SITI FATIMAH	F
42	SITI HOTIMAH	F

Data recourses : Administration Staff

Appendix 8

THE RESULT OF HOMOGENEITY TEST

No.	2A	2B	2C
1	58	48	60
2	48	57	50
3	58	55	60
4	47	60	65
5	48	50	55
6	62	70	62
7	50	60	70
8	50	70	60
9	63	56	60
10	60	58	65
11	58	68	60
12	56	41	50
13	58	67	60
14	70	70	65
15	45	57	70
16	65	65	58
17	55	60	65
18	50	50	68
19	60	69	58
20	59	65	65
21	48	55	60
22	46	45	46
23	64	65	60
24	65	58	68
25	46	50	60
26	69	55	65
27	66	65	55
28	50	56	67
29	70	60	62
30	67	70	45
31	42	65	65
32	67	68	65
33	58	62	60
34	59	70	55
35	68	60	65
36	55	65	55
37	60	60	65
38	57	50	60
39	59	55	55
40	63	60	60
41	65	48	50
42	60	55	59

Appendix 9

THE RESULT OF THE HOMOGENEITY CLASS COMPUTATION
USING MICROSOFT EXCEL PROGRAM

ANOVA: Single Factor

SUMMARY

Groups	Count	Sum	Average	Variance
2A	42	2424	57,71428571	58,84320557
2B	42	2493	59,35714286	57,35714286
2C	42	2528	60,19047619	36,30429733

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	133,3492063	2	66,6746C317	1,311591582	0,273131655	3,06989989
Within Groups	6252,690476	123	50,83488192			
Total	6386,039683	125				

Appendix 10

THE TRIED OUT RESULT

No.	Names	Reading Comprehension Achievement				The Total	
		WC	SC	PC	WTC	Correct Answer	Score (%)
1	AHMAD ANSORI	6	4	5	5	20	50
2	AKHMAD IKSAN	7	6	5	6	24	60
3	ANDI RUBIYANTO	5	6	4	5	20	50
4	ANITA K.	6	7	5	6	24	60
5	AYUBI	5	6	5	6	22	55
6	BUDIYANTO	8	7	4	6	25	62,5
7	CINDI SOFIYANI	4	6	7	6	23	57,5
8	CRISTIKA RESTU	5	7	6	6	24	60
9	CUCUK H.	6	9	5	4	24	60
10	DEBY DWI SINTA	5	7	6	6	24	60
11	DENI PUJI I.	7	8	5	6	26	65
12	DEWI ANGGRAENI	6	7	6	5	24	60
13	DHIMZA ADIB P.	7	6	7	6	26	65
14	DINA SUGIARTI	5	8	6	7	26	65
15	FAHRUL HAMZAH	8	9	5	4	26	65
16	GORI RESTU M.	4	5	6	5	20	50
17	HERU HARTANTO	7	6	5	4	22	55
18	INDAH YULIANTI	6	5	7	5	23	57,5
19	INDAHYATI	7	6	4	7	24	60
20	JOKO HARTO M.	5	8	6	6	25	62,5
21	LISA N.	4	6	7	7	24	60
22	LUTFIA	6	7	5	6	24	60
23	M. ALEX Z.	6	5	5	7	23	57,5
24	M. HENDRA A.	7	6	4	5	22	55
25	M. JUNAIDI	5	6	7	5	23	57,5
26	MARINO FAISOL	6	8	5	7	26	65
27	MOCH. GOFI	4	6	7	6	23	57,5
28	MOCH. LUKMAN H.	5	6	4	7	22	55

29	MUHTAR	5	6	3	4	18	45
30	NUR IMAMAH	6	9	4	5	24	60
31	PRATAMA FEBRI A.	5	7	7	6	25	62,5
32	PRAYOGO F.	7	8	6	5	26	65
33	REDI SUBEKTI	4	6	3	5	18	45
34	RENI DIANINGSIH	6	7	5	6	24	60
35	SAIPUL BAHRI	5	6	4	5	20	50
36	SIGIT EKA APRIANI	4	6	3	5	18	45
37	SITI TIF'ATUL Q.	6	7	6	8	27	67,5
38	SOVI KURNIASARI	7	5	6	7	25	62,5
39	SUNRYATI	7	6	6	6	25	62,5
40	TITIN ERMAWATI	6	5	6	7	24	60
41	TRI FAHRULIANI P.	5	7	4	6	22	55
42	VENDIK D.	7	6	5	6	24	60
Tot		242	274	221	242	979	
Mean		48.01%	54.36%	75.17%	64.02%	58,27%	

Explanation:

WC   : Word Comprehension

SC   : Sentence Comprehension

PC   : Paragraph Comprehension

WTC   : the Whole Text Comprehension

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 : 3249 /J25.1.5/PL5/2002   Jember, ...1. Oktober....,2002
Lampiran : Proposal
Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala
SLTP Negeri 1 Arjasa

di. –   Jember

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

Nama : Fitriah
Nim : BIG 195 301
Jurusan/Program : PBS / Bhs. Inggris

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

A descriptive study on reading comprehension achievement of the second year students of SLTP Negeri 1 Arjasa in the academic year of 2002/2003

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

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I,

H.MISNO AL, M.Pd
NIP. 130 937 191

PEMRINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SEKOLAH LANJUTAN TINGKAT PERTAMA
SLTP 1 ARJASA
Jalan Kartini Nomor 01 tlp. (0331) 540030 Jelbuk Jember

Nomor   : 081/072/421.3/2003
Lampiran   : -
Perihal   : Pelaksanaan penelitian

Kepada : Yth. Pembantu dekan I
          FKIP – UNEJ
    di
          Tempat

Dengan hormat,
Kami beritahukan bahwa mahasiswa yang tersebut dibawah ini

Nama   : FITRIAH
N I M   : BIG 195 301
Jurusan/program   : PBS/Bahasa Inggris

Telah melaksanakan penelitian pada SLTP Negeri 1 Arjasa Jember dengan judul 'a descriptive study on reading comprehension achievement of the second year students of SLTP Negeri 1 Arjasa Jember in 2002/2003 academic year', pada tgl. 9 januari 2003.

Demikian surat keterangan ini dibuat agar dipergunakan sebagaimana mestinya.

Jember, 10 januari 2003
Kepala Sekolah,

NURHAMKA
NIP. 130368529