

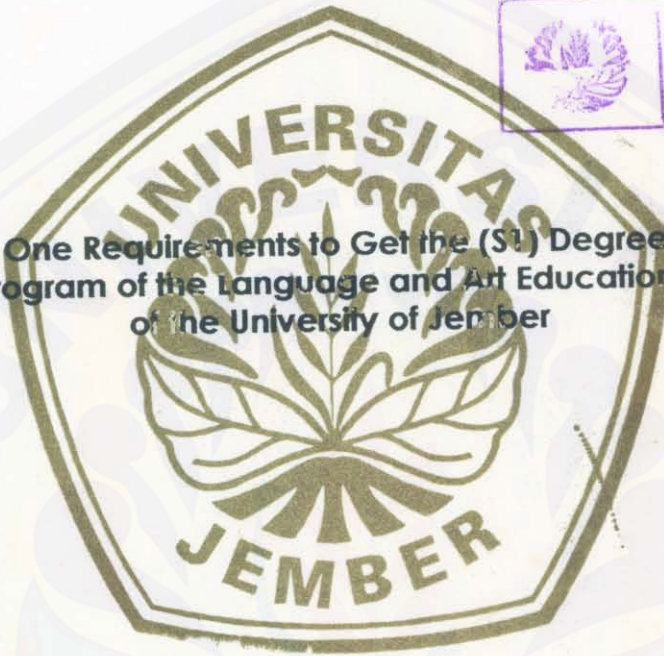
A DESCRIPTIVE STUDY ON READING COMPREHENSION  
ABILITIES OF THE SECOND YEAR OF SMUN 2 TUBAN IN  
THE 1999/2000 ACADEMIC YEAR

THESIS



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Presented as One Requirements to Get the (S1) Degree at the English  
Education Program of the Language and Art Education Department  
of the University of Jember



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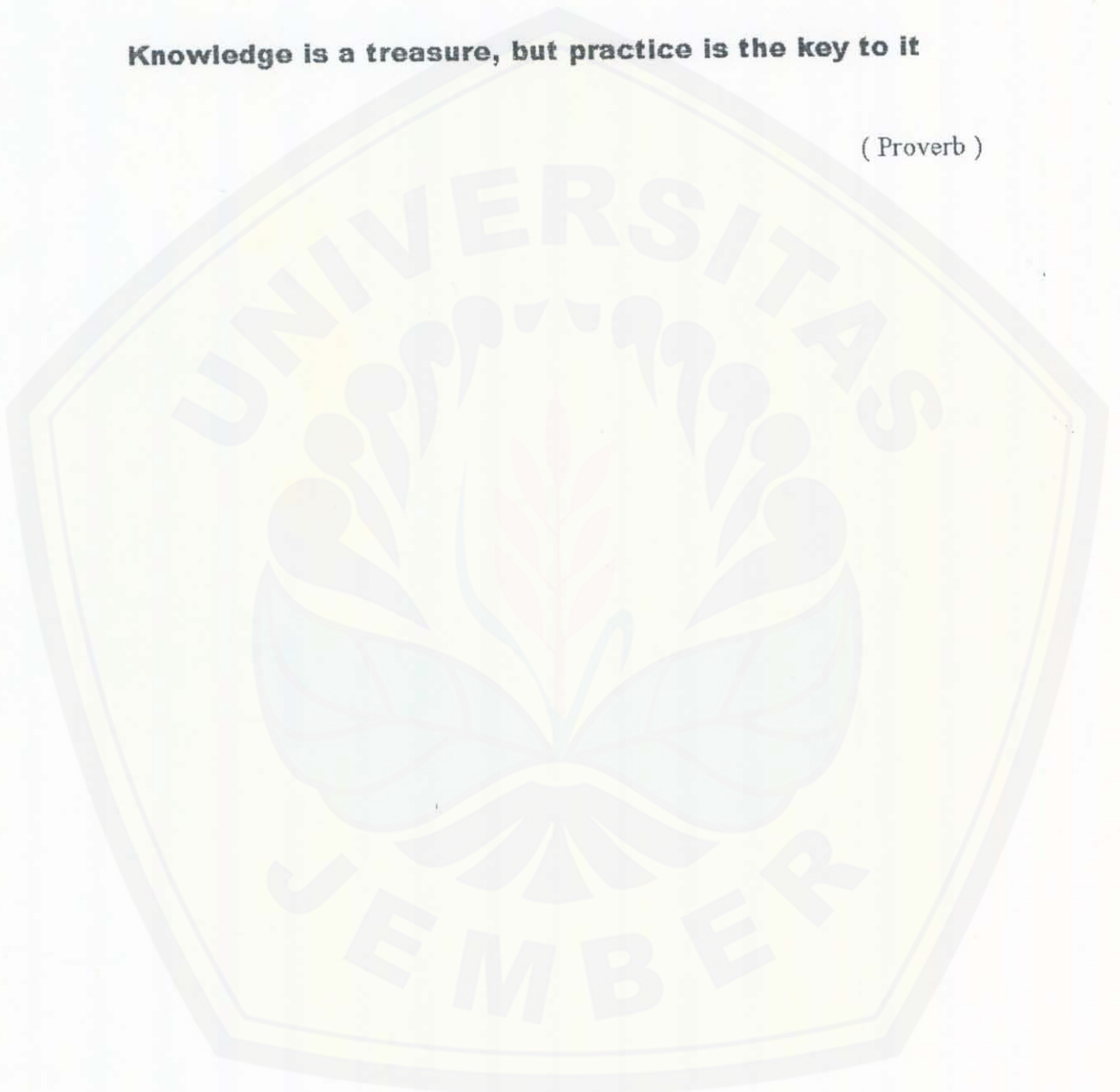
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TEACHER TRAINING AND EDUCATION FACULTY  
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2000

MOTTO

**Knowledge is a treasure, but practice is the key to it**

( Proverb )



## DEDICATION

*This thesis is honorable dedicated to :*

- ◆ My dearest Dad, M. Moesdar  
*Thank for teaching me how to face the world. I am truly proud of being your daughter. Dad... . You are the best. I do love you.*
- ◆ My dearest Mom, Sukasri  
*There is no one like you, Mom... , as a mother, teacher and friend to me . Thank for your silent pray, love and affection given to me. Hoping much for your happiness forever. Mom... , I love you much.*
- ◆ My beloved Grandpa, Pak yi' Ragum. *Thank for the warmth love*
- ◆ My beloved Brothers ( Mas Ful, Mas Ing, Di' Abit) and sisters (Yu' tien, Mbak Ik, Di' Ovem ) *Thank for your support and good advices. I love you all.*
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- ◆ My almamater, Faculty of Teacher Training and Education, Jember University

CONSULTANT APPROVAL

A Descriptive Study on Reading Comprehension Abilities of  
The Second Year Students of SMUN 2 Tuban in  
The 1999/2000 Academic Year

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EXAMINATION APPROVAL


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Februari, 2000

The Writer

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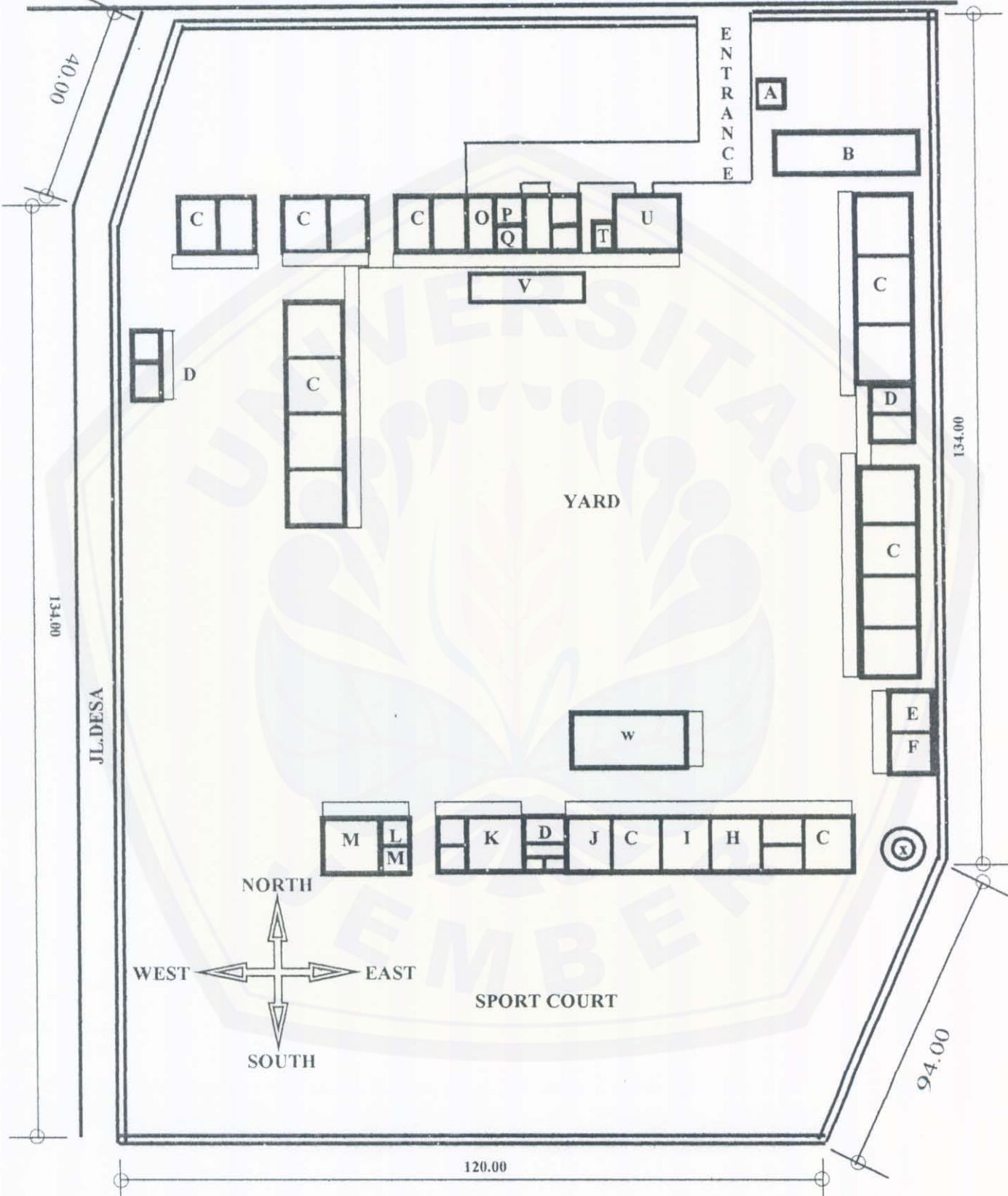


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130.00

JL.DR WAHIDIN SUDIROHUSODO



THE SKETCH OF SMUN 2 TUBAN

## Explanation :

- A. Room of security
- B. Parking area
- C. Classroom
- D. Students' toilets
- E. Canteen
- F. House of school guard
- G. Laboratory
- H. Room of OSIS
- I. Room of handicraft
- J. Warehouse
- K. Library
- L. Room of cooperation
- M. Room of UKS
- N. Room of computer
- O. Room of administration staff
- P. Room of principal
- Q. Room of academic
- R. Room of vices principal
- S. Room of treasures
- T. Teachers' toilet
- U. Room of teachers
- V. Parking area
- W. Mosque

**ABSTRACT**

Fatihah, February 2000, A Descriptive Study on Reading Comprehension Abilities of The Second Year Students of SMU Negeri 2 Tuban in The 1999/2000 Academic Year.

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

The Consultants: 1) Drs. Paulus Walujo

2) Dra. Siti Sundari, MA

The Key Words : Descriptive Study, Reading Comprehension, Literal Comprehension, Inferential Comprehension

The Basic Course Outline of the Teaching Program of the 1994 English curriculum states that the teaching of English covers reading, listening, speaking, and writing skills that should be taught integratedly with the main focus on the reading skill. The general problem of this research is " To what extent are the second year students' reading comprehension abilities at SMU Negeri 2 Tuban in the 1999/2000 academic year?". The number of respondents was one class (37 students) or 15,6 % of the population. The primary data were collected by using reading comprehension test. The supporting data were collected from interview and documentation. The collected primary data were analyzed statistically by using the percentage formula. The results showed that on the average, the second year students' reading comprehension abilities was 69,72 % or more than enough; their literal reading comprehension abilities were 81,35 % or good, and their inferential reading comprehension abilities were 58,10% or enough. The results suggest that the students' literal reading comprehension abilities were better than their inferential reading comprehension abilities. It means that they still had problems with inferential reading comprehension questions, therefore, this skill need to be improve.

## I. INTRODUCTION

### 1.1 Background of The Research

It cannot be denied that mastery of a foreign language such as English is very important. In fact, English is an international language that is widely used as a means of communication in the world. Since many scientific books written in English, English is important to be learned to broaden knowledge. In Indonesia, English is a foreign language that is learned at schools. Consequently, the government has put English as a compulsory subject for the students at Junior High Schools and Senior High Schools.

In the teaching of English at Senior High Schools, reading is one of the English skills that should be learned by the students beside listening, speaking, and writing. The basic course outline of the teaching program (GBPP) of the 1994 English curriculum states that the teaching of English covers reading, listening, speaking, and writing skills which should be taught integratedly with the main focus on the reading skill ( Depdikbud,1995:1). The statement shows that reading is quite important to lead the other language skills such as, listening, speaking, and writing.

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

Actually, reading might be a pleasure activity, if we understand what we read. Rusli,et.al ( 1986:4.1 ) state that reading is a pleasure activity if what has been read is understood. When we read we should aim at balancing between our eye focus and comprehension. Reading word by word with full understanding is not advisable, neither is reading rapidly without understanding.

Concerning with the reading comprehension skill, Kustaryo ( 1988:12 ) divides three levels of comprehension. The first comprehension skill is literal reading comprehension. It is the comprehension of a text in which the ideas and

facts are clearly stated in the text, so the readers can go back to the text to find the information desired. The second comprehension skill is inferential reading comprehension. It is the comprehension of a text in which the readers must read between lines to get implied meanings. In other words, the readers must draw conclusions of unstated messages through the stated message. At last, the third comprehension skill is critical reading comprehension. It is the comprehension of a text in which the readers must read critically, so they might compare or evaluate the text.

The basic course outline of the teaching program of Senior High Schools in the 1994 English curriculum states that the aims of teaching the reading comprehension skill involves finding either the explicit or implicit main ideas and supporting details ( Depdikbud, 1995:15 ). It means that the students of Senior High Schools are expected to have the reading comprehension skills, especially literal and inferential reading comprehension.

Since the reading comprehension skill is the main focus on the teaching of English, it is necessary to conduct a research which is intended to know the student's reading comprehension of English texts, especially their literal and inferential reading skills. The research title is " A Descriptive Study on Reading Comprehension Abilities of The Second Year Students of SMUN 2 Tuban in the 1999/2000 Academic Year ".

## 1.2 The Problem Formulation

Determining the research problem is the first step in conducting a research ( Arikunto, 1996:25). A problem appears when there is a gap between hope and reality, or a gap between what should be and what is available.

Based on the background above, the problems of this research are divided into two groups; the general problem and the specific problems. The problems are formulated as follows :

### 1. General problem

To what extent are the second year students' reading comprehension abilities at SMUN 2 Tuban in the 1999/2000 academic year ?

## 2. Specific Problems

- a) To what extent are the second year students' literal reading comprehension abilities at SMUN 2 Tuban in the 1999/2000 academic year ?
- b) To what extent are the second year students' inferential reading comprehension abilities at SMUN 2 Tuban in the 1999/2000 academic year ?

### 1.3 The Operational Definitions of The Terms

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

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

- a) The students' reading comprehension abilities mean the students' abilities in comprehending the English texts that cover literal and inferential reading comprehension.
- b) The students' literal reading comprehension abilities mean the students' abilities in comprehending the English texts in which the ideas and facts are explicitly stated in the text.
- c) The students' inferential reading comprehension abilities mean the students' abilities in comprehending the English texts in which they must read between the lines to get the implied meanings.

Their abilities are indicated by their scores of the reading comprehension test that involves the items dealing with literal reading comprehension and inferential reading comprehension texts dealing with their literal and inferential reading comprehension.



#### **1.4 The Objectives of The Research**

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

1) General objective :

to describe the second year students' reading comprehension abilities of English texts at SMUN 2 Tuban in the 1999/2000 academic year.

2) Specific objectives :

a) to describe the second year students' literal reading comprehension abilities of English texts at SMUN 2 Tuban in the 1999/2000 academic year,

b) to describe the second year students' inferential reading comprehension abilities of English texts at SMUN 2 Tuban in the 1999/2000 academic year.

#### **1.5 The Significances of The Research**

Hopefully, the results of this research give contribution to the following people;

##### **1. The English Teachers**

The results are useful for the English teachers as information to know the students' abilities of reading comprehension of English texts, either literal and inferential reading comprehension. In addition, the results might be used as consideration to develop the English teaching learning process which focus on the teaching of reading to improve the students' reading skill.

##### **2. The Students**

The results give input about their abilities in reading comprehension of English texts, so they will be motivated to improve their reading comprehension skills.

##### **3. The Future Researchers**

The results give information for the future researchers to conduct further researches in reading comprehension issues. They can be used as information or references to conduct the classroom action or experimental research to develop the students' reading comprehension skill.

## II. THE REVIEW OF LITERATURE

### 2.1 Reading Comprehension

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

Just covering words or pages would mean little if we do not grasp the meanings from what we read. As stated by Grellet (1996 : 3), understanding a written text means extracting the required information from it as efficiently as possible. According to McNeil (1992 : 16), reading comprehension is acquiring information from context and combining disparate elements into a new whole. It is a process of using one's existing knowledge to interpret text in order to construct meanings. Meanwhile, Kustaryo (1988 : 11-12) says that reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students prior knowledge and experiences. Based on the ideas, reading comprehension is acquiring information from printed words or texts. Reading involves variety of skills. Some of the reading skills are stated as follows (Munby in Grellet, 1996 : 3) :

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

- Skimming;
- Scanning to locate specifically required information;

In this study, the reading skills are limited to the following skills : (1) understanding explicitly stated information or literal reading comprehension,(2) understanding implicitly stated information or inferential reading comprehension. As the aim of teaching the reading comprehension skill at Senior High Schools involve finding either the explicit or implicit main ideas and supporting details.

## 2.2 Levels of Reading Comprehension

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

### a) Reading the lines

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

### b) Reading between the lines

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

### c) Reading beyond the lines

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

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

Fairgrain and Winch (1996:14-16) state three levels of comprehension. The first comprehension is literal comprehension. It is the ability of the readers to interpret the meaning of individual words which compose sentence. In other words, the readers attempt to interpret the explicit meaning. The second comprehension is inferential comprehension. It is the ability of the readers to grasp to implied meaning through what is literally stated in the text. At last, the third comprehension is evaluative comprehension. It is the ability of the readers to evaluate or criticize what they are reading. Before the readers evaluate or criticize the texts, they must be sure that they had understood what the author was trying to say.

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

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

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

The third level is creative reading. It is the readers' ability which covers reading the lines, reading between the lines, reading beyond the lines, and the readers should be able to apply the result of the reading process creatively in daily life.

In general, all the experts agree that there are three levels of reading comprehension, (1) literal comprehension (reading the lines), (2) Inferential comprehension (reading between the lines), and (3) critical or creative comprehension (reading beyond the lines). However, This study only discusses two levels of reading comprehension : literal and inferential reading comprehension, as those two reading comprehension skills are taught at SMU.

### **2.3 Literal Reading Comprehension**

Gie (1984:67) says that if the readers only read or recognize what explicitly stated in the text, they apply literal reading comprehension. It means that they do not need to make conclusions or inferences of unstated message. In addition, literal reading refers to the ideas and facts that are directly stated on the printed page, so the readers can go back and underline the information desired (Kustaryo, 1988:12). Further, she claims that literal reading is the base to all reading skills, so it is considered as the easiest reading activity. According to Nurhadi (1989:58), literal reading is the ability of the readers to recognize and gain the explicit message or reading the lines.

The skills involved in literal reading comprehension has been stated in the previous discussion. In this study, the literal reading comprehension skills include; recognizing words, recognizing sentences, and recognizing paragraphs. The following part are the explanations of those skills.

#### **2.3.1 Recognizing Words**

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

However, it is not a necessity for the readers to know the meaning of all words in the text. According to Hornby (1995:1374), a word is a sound or a group of sound that expresses a meaning and forms an independent unit of a language. In addition, Bloomfield (in Parrera, 1990:2) defines a word as a free form or the smallest unit which can be expressed independently.

Sometimes, after reading a text, a student does not know what the topic of the text is. In other words, he is unable to understand a paragraph he has read. Kustaryo, (1988:15) states that in order to understand a paragraph, a student must have appropriate meanings for the key words. Even, it is easier if he understands the meaning of all words and the relationship of them within the paragraph. In fact, English words are complex, and this complexity brings difficulties to the students who try to learn them. Kustaryo (1981:16) says that to avoid great difficulties, the secondary meaning of words should not be introduced before the primary meanings are established. For example, the word 'sweet' should be connected to the word 'sugar' and 'candy' first, before 'sweet voice' or 'sweet girl' is presented. The students should be sure that they use normal speech and feel what words fit together. In learning vocabulary they require to use not only their thought but their feelings as well.

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

### 2.3.2 Recognizing Sentences

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, sentences that have more than one meanings, or sentences which contain difficult grammatical patterns often cause comprehension problems. In addition, she says that in order to recognize the meaning of a 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 key ideas, locating details, and knowing how the ideas combined in a sentence.

a. Identifying Key Ideas

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

- *Inem lives* in Tuban near the bus station.
- *Salsa goes* to school.

The key idea of this sentence are Inem as subject, and lives as predicate.

b. Locating Details

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

- Samijan drove *his car to Jombang last week*.

The details of that sentences have added and answered the questions below :

- What did he drive ? ( his car )
- Where did he drive ? ( to Jombang )
- When did he drive ? ( last week )

c. How the Ideas Combined in a sentence

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

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

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

In addition, two ideas may be connected in one of two ways :

1. Two ideas may be connected with a comma and a connecting word ( and, but, or, nor, so, for, yet ).
2. Two ideas may also be joined using a semicolon. For example :
  - Dimas is a clever student; he is a good boy.

As the readers read sentences in which ideas are combined, pay attention to the connecting word used. It should signal the relationship of ideas. The readers must be sure to pick up the signal. They should know why the two ideas have been combined, and what they have with each other.

### 2.3.2 Recognizing A Paragraph

According to McWhorter (1989:102), a paragraph is a group of related sentences about a single topic. In line with this idea, Wiener and Bazerman (1988:84) say that a paragraph is a group of sentences about some related subject.

Further, McWhorter (1989:102) states that in order to read the paragraph efficiently, the reader should be familiar with each part of a paragraph and be able to identify and use these parts as the readers read. The paragraph has four essential parts : (1) topics, (2) main ideas, (3) details, and (4) transitions. In this study, the discussion covers topic sentences, main ideas and details.

#### 1. Identifying Stated Main Ideas

The main idea is what most of a paragraph is about (Wood, 1996:189). McWhorter (1989:106) state that the main idea of a paragraph is the most important idea; it is the idea that the whole paragraph explains or supports. Usually it is expressed in one sentence called the topic sentence. It is the sentence that summarize the principal thought of the paragraph. Readers must know what the main idea of the paragraph is in order to understand the information that is read.



Kustaryo (1988:13) says that one of the most important comprehension skills is finding the main ideas. This would be a literal skill if the idea is directly stated, or an inferential skill if it is not directly stated. The main idea is the essence of the paragraph, or what the author is trying to get across to the readers. In this case, Rusli, et.al (1986:4.39) state that the main idea can be explicitly or implicitly stated. If the main idea is explicitly stated, then it is one of the sentence in the paragraph and can be clearly seen and read. If the main idea is implicitly stated, then it is not written out the paragraph, but it exists in the writer's as well as in the reader's mind. It is the composite thought of all the sentence. In short, sometimes the main idea is directly stated and sometimes it is implied in the text. When it is not directly stated in the text, the readers need to infer it or figure it out for themselves (Wood, 1996 : 189).

In this part, the discussion is about identifying the stated main ideas, as it is called the literal reading comprehension.

Wood (1996 : 189) explains that one way to discover the main idea in the material being read is to stop at the end of a paragraph and ask ourselves, 'What was most of this paragraph about?'. The answer of that question will help us discover the main idea in that unit of material. Another way is to locate the topic sentence. The topic sentence introduces discussion that may go on for one or several paragraphs. It states the topic and an idea about the topic that gives control and direction to the remaining part of the discussion. The topic sentence is usually located at the beginning of a paragraph, so the readers will have an idea to which the readers can relate the more specific material that follows. The topic sentence may also be located in the middle or at the end of the paragraph.

## **2. Identifying Supporting Details**

Supporting details are used by the authors to make ideas clear, interesting and memorable. Sometimes they are used to prove an idea. According to McWhorter (1989:113), supporting details are those facts and ideas that prove or explain the main idea of a paragraph. All details in the paragraph do support the main idea, but not all

details are equally important. As the readers read, they should try to identify and pay attention to the most important details. Otherwise, they should pay less attention to details of lesser importance. The key details directly explain the main idea. Other details may provide additional information, offer an example, or further explain one of the key details.

Rusli, et al (1986: 4.40) state that most details tend to perform one of four major functions. That is, they either prove, explain, discuss, or define the main idea of the paragraph. However, to accomplish these major or more general functions, the details must also perform more specific function; clarify, illustrate, justify, distinguish, identify, differentiate, and correlate.

### 2.3 Inferential Reading Comprehension

As a matter of fact, there are writers who directly state ideas but hint at others. To know the meaning of unstated ideas, the readers should use their inferential reading comprehension skill. They might use clues provided by the author to draw a conclusion about the meaning. As stated by Wood (1991 : 206), when the readers use clues provided by the author and add information from their own prior background to draw a logical conclusion about the meaning, they are making inferences. The readers, in fact, make the inferences whenever they realize that the literal meaning is not adequate, therefore, some meanings must be provided. Fairgrain and Winch (1996 : 15) state that inferential comprehension is the ability of the readers to gain the implied meaning through what is literally stated. In addition, to gain the implied meaning the readers must read between the lines (Gie, 1984:67).

Wood (1991:211) claims that making inferences might make the readers add or change the literal meaning of the text. Changing the literal meaning is done when it does not make sense, while the readers suspect that the author's intended meaning is quite different from the meaning literally expressed by the words. The examples of material which do not make sense if taken literally include all types of figurative language, including idioms, proverbs, metaphors, and similes.

Further, Wood (1991:214) states four steps for making inferences: (1) understanding the literal meaning first, (2) making some tentative inferences, (3) testing our inferences for accuracy by reading text closely, referring to your own background, and seeking additional information, and (4) revising our inferences if necessary and draw some conclusions about both the literal and the implied meaning of the text.

The skills involved in inferential reading comprehension have been stated in the previous part. Then, in this study, the discussion is limited to two skills, inferring unstated main ideas and cause-effect relationship.

#### **2.4.1 Unstated Main Ideas**

In 'Efficient and Flexible Reading' McWhorter (1992:177) says that although most paragraphs do have a topic sentence, occasionally the readers will encounter a paragraph in which there is no one sentence that clearly expresses the main idea. In this paragraph the readers must form their own statement or impression of the main idea. In this case Wood (1996:193) states that when there is no topic sentence that directly states what a paragraph is about, look for words and phrases when taken together, summarize the idea in the paragraph. In addition, Sotiriou (1984:37) says that some materials do not directly state a main idea, so the readers need to infer the main idea from the sentences of detail.

To gain the implied main idea, the readers should list the facts or details which are put together to determine the meaning of the paragraph as a whole. McWhorter (1989:111) explains that there are three steps as a guide to find the unstated main ideas :

1. Finding the topic. Ask your self 'What is the one thing the author is discussing through out the paragraph ?'
2. Deciding what the writer wants you to know about the topic. Look at each detail and decide what longer idea each explains.
3. Expressing the idea in your own words.

### 2.4.2 Unstated Cause – Effect Relationship

The cause-effect pattern is used to describe an event or action that is caused by another event or action. Cause – effect passage explains why or how something happened (McWhorter, 1989:136). Further, they describe four types of cause- effect relationship as follows ;

#### 1. Single cause-Single effect

An event or action occurs because some other events or actions. For example:

I missed the bus, so I was late for my class.

#### 2. Single cause-Multiple effects

An event or action causes some other events or actions occur. For example:

Snowtorm causes traffic problems, school closings, and accidents.

#### 3. Multiple causes-Single effect

Some events or actions cause another event or action. For example:

I always attend the classes, take good notes, and study the textbooks, therefore, I have good exam grade.

#### 4. Multiple causes-Multiple effect

Some events or actions cause some other events or actions. For example:

As I missed the class and lose my notes, I get low exam grades and I fail the course.

McWhorter (1989:139) suggests that in order to read paragraphs which explain cause-effect relationships pay close attention to the topic sentence. It usually states the cause-effect relationship that is detailed in the remainder of the paragraph. Then, look for connections between cause-effects. What event happened as the result of the previous actions ?, How did one event cause the other to happen ?.

### 2.5 The Factors Effecting Reading Comprehension Ability

Sometimes, after reading a text, a student does not know what topic of the text is. He is unable to understand the paragraph he has read. Kustaryo (1988:15) states that in order to understand the paragraph a student must have appropriate meaning for the

key words. Even, it is easier if he understand the meaning of all words and their relationship within the paragraph. Further, she claims that most of the students face difficulty in reading skill, as they lack prior knowledge which covering; word recognition, new word recognition, and the language system. In addition, the student himself, and also the teacher might be the other factors which weaken the student in learning a language. Those factors are explained in the following section.

a. Prior Knowledge

- Word Recognition

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

- New Word Recognition

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

- The Language System

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

b. The students

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

c. The teacher

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

## 2.6 The Teaching Materials of Reading of The Second Year Students at SMU

In the teaching of English at SMU, reading is one of the skills that should be learned by the students, besides, listening, speaking and, writing. The basic course outline of the teaching program of the 1994 English curriculum states that the teaching of English covers reading, listening, speaking, and writing skills that should be taught integratedly with the main focus on the reading skill (Depdikbud, 1995:1).

Further, the basic course outline of the teaching program of the 1994 curriculum states that the aims of the teaching of reading comprehension are as follows :

- Finding the specific information ;
- Getting the general figure about the content of the text;
- Finding the explicit main idea;
- Finding the implied main idea;
- Finding the explicit support details;

- Getting implied informations;
- Interpreting word meaning, phrase and sentence related to the text;
- Getting pleasure;

In addition, in the 1994 English curriculum for the second year students of SMU, the teaching materials of reading for the first Cawu cover the following themes and sub themes :

Themes	Sub Themes
Geography	<ul style="list-style-type: none"> <li>- Demography</li> <li>- Natural Disaster</li> <li>- Volcanoes</li> <li>- Ferrying</li> <li>- Etc.</li> </ul>
Culture and Art	<ul style="list-style-type: none"> <li>- Ethnic Groups</li> <li>- Costume and traditions</li> <li>- Regional languages</li> <li>- Literature</li> <li>- Sculpture</li> <li>- Art of music</li> <li>- Art of painting</li> <li>- Plastics art</li> <li>- Etc.</li> </ul>
Agriculture	<ul style="list-style-type: none"> <li>- Agriculture produce</li> <li>- Irrigation</li> <li>- Fishery</li> <li>- Animal feed</li> <li>- Plantation</li> <li>- Etc.</li> </ul>

## III. RESEARCH METHODS

### 3.1 The Research Design

This research deals with quantitative data in the form of the students' scores of literal and inferential reading comprehension skill of English texts. Thus, the design of this research is descriptive quantitative. It is not intended to prove a hypothesis, but it aims at describing the students' reading comprehension skill of English texts quantitatively in the percentage, especially dealing with their literal and inferential reading skills.

The procedures of the research are as follows :

- a) Finding the problems;
- b) Determining the title;
- c) Formulating the problems and objectives;
- d) Determining the data needed;
- e) Finding the data resources;
- f) Constructing the instrument to get the primary data;
- g) Collecting the primary data;
- h) Analyzing the collected data;
- i) Making a conclusion;
- j) Writing the report;

### 3.2 The Area Determination Method

In this study, the research area is determined by using purposive method. Purposive method is used when the researcher directly decides the research area in a certain place ( FKIP Universitas Jember, 1994 : 15 ).

This research was conducted at SMU Negeri 2 Tuban. This school was chosen to conduct the research because the writer knew the situation and the condition of the school, so there was no difficulty to get permission of conducting the research. In addition, she comes from Tuban.





### 3.3 The Respondent Determination

Arikunto (1996:114) states that respondents are persons who are able to respond or answer the researcher's questions, either in oral or written form. Further, Arikunto (1996:120) explains that if the number of the subjects is more than a hundred, the sampling research can be conducted, and the samples can be taken of 10% - 15% or 20% - 25% or more of the population.

This research was a sampling one because the number of the population was more than a hundred students. The population of this research was all the second year students of SMU Negeri 2 Tuban in the 1999/2000 academic year. The number of the population was 236 students that are divided into six classes. To take the samples, cluster random sampling was used. Cluster random sampling is a way of taking samples randomly based on groups or clusters (Ruseffendi, 1994:84).

Based on the statement, the samples taken were one class of six classes or 15,6 % of the population. Before the samples were taken randomly, first the writer conducted the test of homogeneity in order to know the homogeneity of the samples. As stated by Arikunto (1996:315), a researcher should conduct a homogeneity test in order to know the homogeneity of the samples. Further, she explains that the homogeneity test is very important to conduct, if the researcher wants to generalize the result of the research to the population. In this research, to test the homogeneity of the samples, the students' scores of English of the formative test were analyzed. The results of homogeneity test can be seen on Appendix 7.

### 3.4 Data Collection Methods

Data collection methods are procedures in collecting data in accordance with the problems being investigated. It deals with how to get the data needed. Ruseffendi (1994:103) states that data can be collected by using test and non test techniques. Meanwhile, Yousda and Arifin (1992:45) state that the techniques that can be used to collect data are interview, observation, questionnaire, psychology test, and documentation.

In this research, the data consisted of primary data and supporting data. The primary data were collected by using reading comprehension test, and supporting data were collected by using documentation and interview.

#### 3.4.1 Reading Comprehension Test

According to Arikunto (1996:138), test is a set of questions or exercise or other instruments used to measure knowledge, intelligent, ability or aptitude of groups or individuals. In brief, test is a set of stimuli which is given to someone in order to get answers used to determine the score (Furchan,1982:256).

In this research, reading comprehension test was used to obtain the primary data about the students' reading comprehension abilities of English texts, especially dealing with their literal and inferential reading comprehension skill. This test was made by the writer, and before it was given to the respondents, it was consulted to the English teacher to see whether it could be tested to the respondents. The form of the test used was objective in the forms of multiple choice and completion items. The multiple choice items consisted of 10 items, and completion items consisted of 10 items. Thus, the number of the items of the test was 20 items. Multiple choice was used for it was easier to score and likely create higher test reliability. As stated by Hughes (1989:59), the most of obvious advantages of multiple choice test were the scoring can be perfectly reliable; it was also rapid and economical, and, it included more items. The completion test was used as it was easy to construct and the scoring was objective enough.

The test consisted of three texts. The theme of the first text was culture and arts, while the second and third texts were talking about agriculture. The first text covered five questions of literal reading (no 1-5), and five questions of inferential reading (no 6-10). Then, the second text covered five questions of literal reading (no 11-15) and three questions of inferential reading (no 16-18). Finally, the third text covered two questions of the inferential reading. The time given for doing the test was 60 minutes. The test was given to the respondents at the end of the first Cawu. Dealing with the scoring, each item was scored 5. Thus, the total score of the items was 100.

Dealing with the test, the test must be valid and reliable. A test is said to be valid if it can measure what is intended to measure. According to Hughes (1989:22-27), there are four kinds of validity ;

a). *Content Validity*

A test is said to have content validity if its content constitutes a representative sample of the language skills that should be concerned.

b). *Criterion-related validity which is divided into two ;*

- Concurrent validity is established when the test and the criterion are administered at the same time.
- Predictive validity concerns with the degree to which a test can predict candidates' future performance.

c). *Face validity*

A test is said to have face validity if it looks as if it measures what it is supposed to measure.

d). *Construct validity*

A test is said to have construct validity if it can be demonstrated that it measures just the ability which it is supposed to measure.

Based on the opinion above, this research used content validity as the test items are constructed based on the following consideration;

- a) The levels of reading comprehension skill in this research;
- b) The theme and sub theme of reading comprehension taught to the second year students of SMU at the first Cawu as stated in the 1994 English curriculum for SMU;

In addition, it used construct validity which measure the students' abilities in reading comprehension of English texts, especially the literal and inferential reading comprehension.

Further, Hughes (1989:42) states that a valid test must be reliable, however a reliable test may not be valid at all. Based on this statement, since the test has content and construct validity, it is considered to be valid. Thus the valid test must be reliable. It means this test is valid and reliable. Therefore, the test reliability was not established.

### **3.4.2 Documentation**

Documentation is a method to get data about anything on variable in the form of notes, transcripts, books, magazines, newspapers, diaries, etc (Arikunto,1996:234). In this research, documentation was used to get the supporting data about the school location, the number of the students at the school, names of the respondents, personnel of the school, and the school facilities.

### **3.4.3 Interview**

Interview is method of collecting data done with the question and answer technique (Kamdi,1989:20). In the interview, there is an interviewer who tries to get information, and an interviewee who gives the information. In addition, Ali (1993:83) states three kinds of interview method. They are unguided, guided, and free guided interview. In guided interview, an interviewer does not use a set of questions. He may ask everything as long as they are in accordance with the data that will be obtained. In guided interview, the interviewer prepares a list of questions dealing with the data needed. At last, in free guided interview, the interviewer prepares a list of questions and lets the interviewee to answers the questions freely related to the data needed.

In this research, the free guided interview was conducted with the English teacher to get the supporting data about the teaching of English, especially the teaching of the reading skill dealing with the approach, the techniques, the skills of reading, and the English books used by the English teacher. Then, the questions of interview could be seen on Appendix 2.

### **3.5 The Data Analysis Method**

The data obtained should be analyzed in order to get the conclusion of the research. The data can be analyzed by using statistical or non statistical method (Arikunto,1996:242). In this research, the data are quantitative in the form of the students' scores of reading comprehension test that consisted of their scores of literal and inferential reading comprehension skills.

The data were analyzed statistically in the percentage by using the following formula:

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

(Adapted from Ali,1993:186)

Explanations :

% : The students' scores of reading comprehension test in the percentage.

n : The students' obtained scores of reading comprehension test.

N : The total score of the test items

Then, the results of the data analysis are described qualitatively based on the following classification of the score levels.

Table 1. The classification of the score levels

Score	Classification
96% - 100%	Excellent
86% - 95%	Very good
76% - 85%	Good
66% - 75%	More than enough
56% - 65%	Enough
46% - 55%	Poor
36% - 45%	Very poor
26% - 35%	Bad
<25%	Very bad

(Adapted from Depdikbud, 1990:10)

The steps of analyzing the data were as follows :

1. Scoring the results of reading comprehension test.
2. Analyzing the data statistically in the percentage to find the students' reading comprehension skills of English text dealing with their literal and inferential reading skills.
3. Describing the results of the data analysis to answer the research problems.

## IV. RESULTS AND DATA ANALYSIS

### 4.1 The Results of the Research

This chapter presents the results of the research which was conducted on November 2, 1999. The results covered the supporting data which were collected by documentation and interview, and the primary data which were collected by using the reading comprehension test.

#### 4.1 Supporting Data

##### 4.1.1 The Results of Documentation

The research was conducted at SMUN 2 Tuban, at Jalan Wahidin Sudiro Husodo 869 Tuban. The school personnel consist of 52 teachers, 12 administration staff, 6 gardeners, and a security ( see Appendix 3 ). The number of students is 750 students which divided into three levels, the first year students (251 students), the second year students (236 students), and the third year students (263 students). The information dealing with the school facilities and the names of respondents could be seen on Appendix 4 and 5 .

##### 4.1.2 The Results of Interview

Based on the results of interview with the English teacher, it was known the following information dealing with the English teaching especially the teaching of the reading skill and the English books used.

In teaching English, the teacher of the second year students of SMUN 2 Tuban used communicative approach. The English teaching-learning process was centered on the students, and the role of the teacher was as a facilitator and a guide during the teaching -learning process. In this case, the students must express their ideas by using English as well as they can. The teacher gave the students chance to interact in the target language. The interaction can be in the forms of reading, listening, speaking, and writing skills. The teaching of reading based on communicative approach had three stages: (1) pre reading, (2) whilst reading, and

(3) post reading. In pre-reading, the teacher tries to arouse the students' interest to the text. She motivates the students by giving a reason for reading the text. In this stage, the teacher gives some leading questions or shows some pictures relating to the text. Here, the teacher gives the students opportunities to communicate orally by answering the teacher's questions. In whilst reading, the teacher lets the students to interact with the text. The teacher gave questions to the students related to the text gradually from the easiest questions to the difficult ones. Finally, in post reading, the students are expected to be able to solve problems based on their knowledge as the results of their reading activities. The tasks of post reading can be in the forms of giving opinions, summarising, or retelling the content of text. Further, the reading comprehension skills, which were taught to the students were scanning, skimming, reading comprehension in details and sometimes reading aloud. Dealing with the English books, the compulsory book used for the second year students is English for the senior high school published by Depdikbud. While the supplementary English books used are published by Pakar Raya, Intan Pariwara, Pabelan, and IKIP Malang.

## **4.2 The Primary Data**

### **4.2.1 The Results of the Test**

The test was the reading comprehension test used to obtain the primary data about the scores of the second year students' reading comprehension abilities dealing with literal and inferential reading comprehension. It was given to the respondents ( 37 students ) at the end of first Cawu. The results of the test were scored. They could be seen on Appendix 6.

## **4.3 Data Analysis**

The analysis is intended to analyze the primary data gained from the reading test. After the primary data in the form of the students' scores of the reading test were collected, they were analyzed by using the percentage formula. The results of the data analysis are presented in the table 2 below :

Table 2. The Student's Scores of the Test in The Percentage

NR	The Scores of L.R.C.A			The Scores of I.R.C.A			The Scores of R.C.A		
	n	N	%	n	N	%	n	N	%
1	45	50	90	35	50	70	80	100	80
2	35	50	70	15	50	30	50	100	50
3	40	50	80	20	50	40	60	100	60
4	45	50	90	25	50	50	70	100	70
5	25	50	50	25	50	50	50	100	50
6	45	50	90	25	50	50	70	100	70
7	45	50	90	30	50	60	75	100	75
8	35	50	70	35	50	70	70	100	70
9	35	50	70	35	50	70	70	100	70
10	40	50	80	20	50	40	60	100	60
11	35	50	70	25	50	50	60	100	60
12	35	50	70	30	50	60	65	100	65
13	45	50	90	35	50	70	80	100	80
14	40	50	80	15	50	30	55	100	55
15	45	50	90	35	50	70	80	100	80
16	45	50	90	35	50	70	80	100	80
17	50	50	100	25	50	50	75	100	75
18	40	50	80	20	50	40	60	100	60
19	30	50	60	40	50	80	70	100	70



20	45	50	90	30	50	60	75	100	75
21	45	50	90	30	50	60	75	100	75
22	45	50	90	35	50	70	80	100	80
23	45	50	90	35	50	70	80	100	80
24	45	50	90	30	50	60	75	100	75
25	40	50	80	25	50	50	65	100	65
26	40	50	80	45	50	90	85	100	85
27	35	50	70	20	50	40	55	100	55
28	45	50	90	45	50	90	90	100	90
29	45	50	90	35	50	70	80	100	80
30	45	50	90	35	50	70	80	100	80
31	45	50	90	25	50	50	70	100	70
32	40	50	80	30	50	60	70	100	70
33	30	50	60	20	50	40	50	100	50
34	50	50	100	30	50	60	80	100	80
35	40	50	80	35	50	70	75	100	75
36	40	50	80	20	50	40	60	100	60
37	30	50	60	25	50	50	55	100	55
		Total	3010		Total	2150		Total	2580
		Mean	81,35		Mean	58,10		Mean	69,72

Notes :

NR : The number of respondents

n : The students' obtained scores

N : The total scores of test items

% : The students' scores in the percentage

L.R.C.A : Literal reading comprehension abilities

I.R.C.A : Inferential reading comprehension ability

R.C.A : Reading comprehension ability

Based on the table 2 above, it could be known the students' reading comprehension abilities, their literal reading comprehension abilities, and their inferential reading comprehension abilities as presented in the table 3 below :

Table 3 . The Students' Reading Abilities and the Classification

The students' abilities	Mean	Classification
Literal reading comprehension	81,35%	Good
Inferential reading comprehension	58,10%	Enough
Reading comprehension	69,72%	More than enough

Based on the students' scores of the test in the table 2 and the classification, the frequency could be known as presented in the following table 4 :

Table 4. The Frequency of the Classification of the Test Scores

Classification	f	%
Exelent	-	-
Very Good	1	2,7
Good	10	27
More 'Than Enough	13	35,1
Enough	7	18,9
Poor	6	16,2
Very Poor	-	-
Bad	-	-
Very Bad	-	-
Total	37	100

#### 4.4 Discussion

Based on the results of the data analyzed in the percentage, the students' reading comprehension abilities can be known. From the table 3 above, it was found that on the average, the percentage of the students' reading comprehension abilities was 69,72 % that categorized as more than enough. This result could be classified into their literal and inferential reading comprehension abilities. Based on the table 3, it could be found that on the average, the students' literal reading comprehension ability was 81,35 % or good, and their inferential reading comprehension ability was 58,10 % or enough. In addition, from the table 4 above, it was found that there were 13 students or 35,1 % of the students who got more than enough scores, and only one student or 2,7 % of the students got very good score. Then, 10 students or 27 % of the students got good scores, 7 students or 18,9 % of the students got enough scores, and 6 students or 16,2 % of the students got poor scores.

The results suggest that the students' reading comprehension abilities need to be improved especially, literal and inferential reading comprehension abilities. They showed that the students' literal reading comprehension ability was better (81,35 %) than inferential reading comprehension ability (58,10%). It means that the students still had problems dealing with the inferential reading comprehension skill. Kustaryo ( 1988: 15 ) says that the students often face problem dealing with reading comprehension skill, as they lack prior knowledge of word recognition, new word recognition and language systems of target language. In addition, the other factors that might weaken the student when learning a language are the student him self and the teacher.

As the students still has problem in reading comprehension skill, especially dealing with inferential reading comprehension skill, the teacher should help and give more guidance to them. She might give more practices and exercises dealing with reading comprehension' skill. In addition, she also need to select the appropriate techniques used in teaching reading to develop the quality of the teaching of reading.

## V. CONCLUSIONS AND SUGGESTIONS

### 5.1 Conclusions

Based on the results and discussion above the results could be concluded as follows :

1. General conclusion :

The reading comprehension ability of the second year students of SMUN 2 Tuban was 69,72 % or more than enough.

2. Specific conclusions :

- a) The students' literal reading comprehension ability was 81,35 % or good.
- b) The students' inferential reading comprehension ability was 58,10 % or enough.

This result showed that the students ability in literal reading comprehension was better than inferential reading comprehension. It suggests that the students should develop their inferential reading comprehension ability.

### 5.2 Suggestions

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

**1. The English teacher**

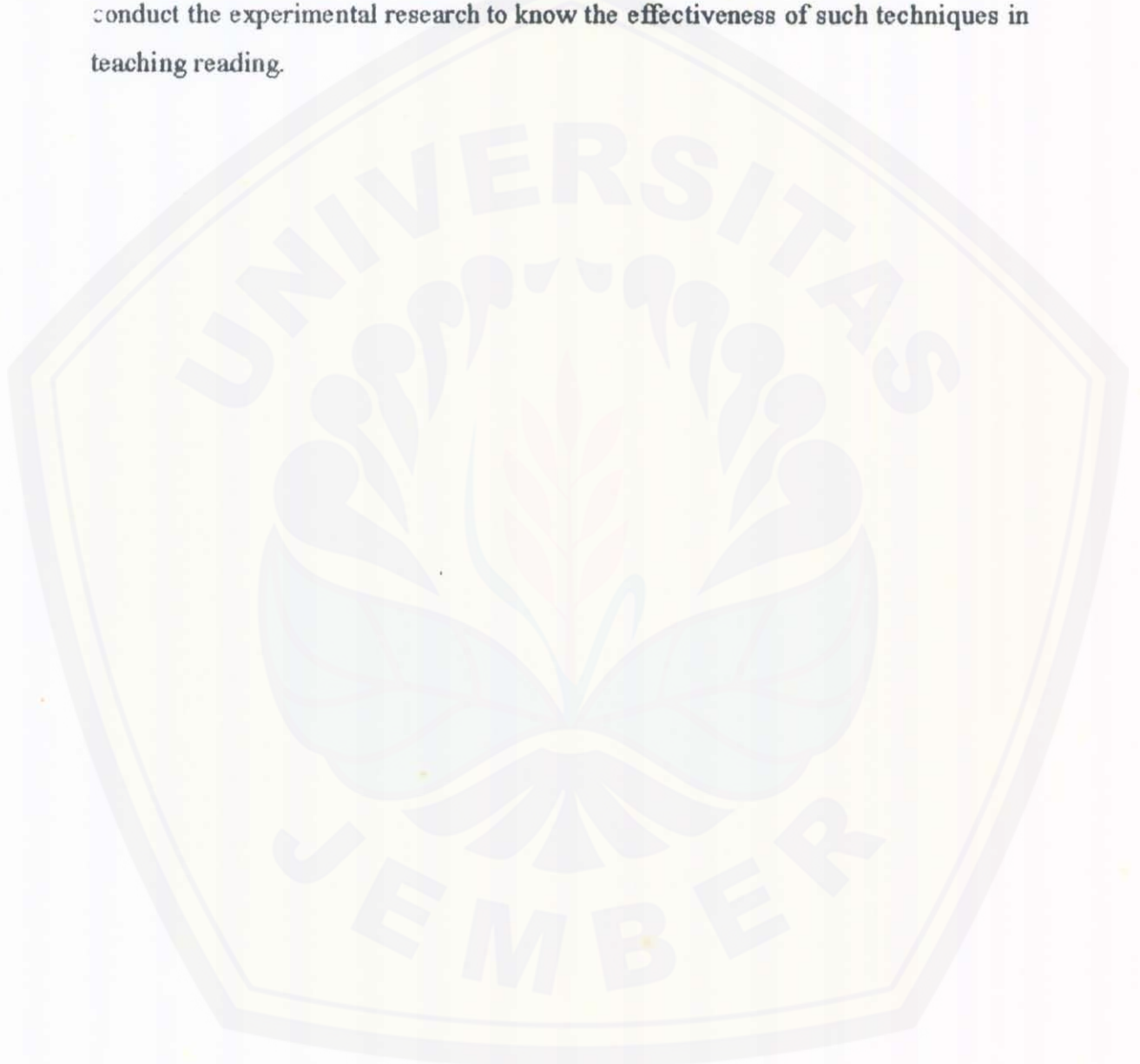
The English teacher was suggested to develop the teaching of reading with literal and inferential reading comprehension skills. In addition, She should select the appropriate techniques of teaching reading to develop the quality of the teaching of reading.

**2. The students**

The students are suggested to develop their reading comprehension skills, especially their inferential reading comprehension skill. In addition, they should practice a lot of reading and do exercises of reading.

### **3. The future Researchers**

It is suggested to the future researchers to conduct further researches dealing with the students' inferential reading comprehension abilities. They could conduct the experimental research to know the effectiveness of such techniques in teaching reading.



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## RESEARCH MATRIX

Title	Problems	Variable	Indicators	Data resources	Research Methods
<p>A Descriptive Study on reading Comprehension Abilities of The Second Year Students of SMJUN 2 Tuban in The 1999/2000 Academic Year</p>	<ol style="list-style-type: none"> <li>1. General Problem To what extent are the second year students' reading comprehension abilities at SMJUN 2 Tuban in the 1999/2000 academic year ?</li> <li>2. Specific problems - To what extent are the second year students' literal reading comprehension abilities at SMJUN 2 Tuban in the 1999/2000 academic year ? - To what extent are the second year students' inferential reading comprehension abilities at SMJUN 2 Tuban in the 1999/2000 academic year ?</li> </ol>	<p>The students' reading comprehension abilities</p>	<ul style="list-style-type: none"> <li>- Literal reading comprehension</li> <li>- Inferential reading comprehension</li> </ul>	<ol style="list-style-type: none"> <li>1. Respondents : The second year students of SMJUN 2 Tuban in the 1999/2000 academic year.</li> <li>2. Informant - The English teacher</li> <li>3. Documentation</li> </ol>	<ol style="list-style-type: none"> <li>1. The Research Area Method Purposive method</li> <li>2. Respondents Determination Method Cluster random sampling</li> <li>3. Data Collection Methods - Primary Data : Reading Comprehension Test - Supporting Data : Interview Documentation</li> <li>4. Data Analysis Method <math display="block">\% = \frac{n}{N} \times 100</math> (Adapted from Ali, 1993: 186)</li> </ol> <p>Explanation :</p> <p>% = The students' scores of reading comprehension test in percentage</p> <p>n = The students' obtained scores of reading comprehension test</p> <p>N = The total score of the test items</p>



## Appendix 2

### The Guide of interview and Documentation

#### a. Interview Guide

No	Questions	Data Resource
1	What approach do you use in teaching English especially the reading skill ?	The English teacher
2	Could you explain to me the application of the approach in the reading skill ?	
3	Could you tell me the techniques used in teaching reading ?	
4	What types of reading skill have you taught to the second year students ?	
5	What English books do you use in English teaching ?	

#### b. Documentation Guide

No	Supporting Data Taken	Data Resources
1	The school location	Documentation
2	The personnels of SMUN 2 Tuban	
3	The number of the students at the school	
4	The names of respondents	
5	The school facilities	

Appendix 3

The Personnel of SMUN 2 Tuban

a. The list of teachers

No	Name	Occupation	Subject
1	Drs. Suwadji	Principal	Mathematics
2	Drs. Djoko Srijatno	VPF. Curriculum	English
3	Drs. M Yasin	VPF. Student care	Geography
4	Dra. Karliningsih	VPF. Facilities	Counseling
5	Drs. Bambang H.I	VPF. Human Relation	Antropology
6	Drs. Bambang E.S	Teacher	Arts
7	Dra. Lilik Suciati	Teacher	Sociology
8	Drs. Sigit Prayono	Teacher	English
9	Dra. Anita Farida	Teacher	Constitutions
10	Drs. R. Satrio	Teacher	Sport
11	Drs. Utama	Teacher	History
12	Dra. Etty Tjahja T. K	Teacher	Indonesian
13	Drs. R. Harso Wibowo	Teacher	Sport
14	Drs. Soenarjo	Teacher	PPKn
15	Drs. Moestadji	Teacher	Mathematics
16	Dra. Suratmien	Teacher	Economics & Accutancy
17	Dra. Rusmiatun	Teacher	Economics & Accutancy
18	Drs. Abdul Azis	Teacher	Indonesian
19	Drs. Abd.Rahman G	Teacher	Religious
20	Dra. Tri Relawati	Teacher	PPKn
21	Sri Mudayanti, BA	Teacher	Biology
22	Dra. Rr. Retno P	Teacher	Phisics
23	Ida Murniati	Teacher	Counseling
24	Drs. Gatot Mitarsono	Teacher	English
25	Moch. Husin	Teacher	Physics
26	Iin Rusiati	Teacher	Mathematics
27	Drs. Sodikun	Teacher	Religious
28	Sri Ratnawati	Teacher	History
29	Suminarsih, S.Pd	Teacher	Indonesian
30	Bedriatun	Teacher	Economics & Accutancy
31	Dyah Wiyati	Teacher	Biology
32	Suhardi Umar, S.Pd	Teacher	Chemistry

33	Bambang Pujiatno, BA	Teacher	Sociology
34	Untung Budiono	Teacher	Mathematics
35	Slamet Pujiatno	Teacher	Mathematics
36	Dra. Endah Listiani	Teacher	English
37	Nurul Aeni	Teacher	Chemistry
38	Dra. Wahyu Sulistyorini	Teacher	Biology
39	Nur Khasanah, S.Pd	Teacher	Chemistry
40	Dra. Muliana	Teacher	Indonesian
41	Dra. Poerwaningsih	Teacher	Mathematics
42	Drs. Abdullah Nawawi	Teacher	Physics
43	Rin Sri Lestari, S.Pd	Teacher	Accountancy
44	Samuji, S.Pd	Teacher	Physics
45	Sri Wulandari, S.Pd	Teacher	Indonesian
46	Retno Dwi H, S.Pd	Teacher	Indonesian
47	Karyono, S.Pd	Teacher	English
48	A. Masyuri, S.Pd	Teacher	Physics
49	Suster M Rufina	Teacher	Religious
50	Dra. Endah S.W	Teacher	Religious
51	Dra. Sri Indrawati	Teacher	Counseling
52	Dra. Sri Rahajoe	Teacher	Geography

b. The list of administration staff

No	Name	Position
1	Endang Purbowati	Head of Administration Staff
2	Sri antini	Administration Staff
3	Munawaroh	Administration Staff
4	Soegiyanto	Administration Staff
5	Sumaji	Administration Staff
6	Warjo	Administration Staff
7	Yos Heri Suharto	Administration Staff
8	Endy Yunarso	Administration Staff
9	Siti Maimunatun	Administration Staff
10	Pajar Wati	Administration Staff
11	Sri Lita Wati	Administration Staff
12	Maria Sulisyowati	Administration Staff
13	Pandar	Gardener
14	Siswanto	Gardener
15	Utama	Gardener
16	Hadi Suwigyo	Gardener
17	Joko Sutopo	Gardener
18	Sumiran	Gardener

Appendix 4

The facilities of SMUN 2 Tuban

No	Building name	Total
1	Classroom	18
2	Laboratory	1
3	Room of computer	1
4	Room of academic	1
5	Room of Library	1
6	Room of Principal	1
7	Room of vice principals	1
8	Room of teachers	1
9	Room of OSIS	1
10	Room of UKS	1
11	Room of treasures	1
12	Room of cooperation	1
13	Room of security	1
14	Mosque	1
15	Parking area	2
16	Teachers' toilet	1
17	Students' toilet	2
18	House of school guard	1
20	Room of handicraft	1
21	Canteen	1
22	Warehouse	1
23	Room of Administration	1

## Appendix 5 The Names of Respondents

No	Names	No	Names
1.	Adi Saputra	21.	Mahendra Utama
2.	Agustina Susanto	22.	M. Yusuf Ibrahim A.
3.	Agustiyan Wahyuni	23.	Nidya Pramono
4.	Arif Budiarmo	24.	Novi Eka Rahmawati
5.	Arif Budiarto	25.	Nur Hendi Purnomo
6.	Cucik Rahayu	26.	Fitra
7.	Dadang Timoryanto Setyo R.	27.	Riechko Adietyatama Mahendra
8.	Dessy Risma Cristian	28.	RR. Evina Sulistyarini
9.	Dias Aprillia Wulandari	29.	Surono
10.	Dwi Eko Cahyono	30.	Siti Umaroh
11.	Dwi Maria	31.	Suci Widiyah Lestari
12.	Edi Radang Sunaryo	32.	Suharno Widodo
13.	Eko Joni Ertanto	33.	Swiana Indahwati
14.	Faisol Amirudin	34.	Triandiana
15.	Farida New Laila	35.	Widya Kusumaning Adi
16.	Hari Widiyanto	36.	Wahyu Eko Raharyanto
17.	Hendri Wahyu Wijaya	37.	Yanu Mahendra
18.	Ima Anggraeni		
19.	Ippong Dheny Prastyo		
20.	Isti Wahyu Sulistyarini		

## Appendix 6

The students scores of the reading test

NR	The Scores of L.R.C.A	The scores of I.R.C.A	The Scores of R.C.A
1	45	35	80
2	35	15	50
3	40	20	60
4	45	25	70
5	25	25	50
6	45	25	70
7	45	30	75
8	35	35	70
9	35	35	70
10	40	20	60
11	35	25	60
12	35	30	65
13	45	35	80
14	40	15	55
15	45	35	80
16	45	35	80
17	50	25	75
18	40	20	60
19	30	40	70
20	45	30	75
21	45	30	70
22	45	35	80
23	45	35	80
24	45	30	75
25	40	25	60

26	40	45	85
27	35	20	55
28	45	45	90
29	45	35	80
30	45	35	80
31	45	25	70
32	40	30	70
33	30	20	50
34	50	30	80
35	40	35	75
36	40	20	60
37	30	25	55

Notes :

L.R.C.A : Literal reading comprehension ability

IR.C.A : Inferential reading comprehension ability

R.C.A : Reading comprehension ability

Appendix 7

The result of homogeneity test

II-1			II-2			II-3			II-4			II-5			II-6		
NO	$X_A$	$X_A^2$	NO	$X_B$	$X_B^2$	NO	$X_C$	$X_C^2$	NO	$X_D$	$X_D^2$	NO	$X_E$	$X_E^2$	NO	$X_F$	$X_F^2$
1.	60	3600	1.	70	4900	1.	64	4096	1.	62	3844	1.	54	2916	1.	80	6400
2.	62	3844	2.	60	3600	2.	58	3364	2.	60	3600	2.	64	4096	2.	60	3600
3.	72	5184	3.	60	3600	3.	70	4900	3.	70	4900	3.	66	4356	3.	56	3136
4.	80	6400	4.	66	4356	4.	70	4900	4.	78	6084	4.	60	3600	4.	70	4900
5.	62	3844	5.	60	3600	5.	66	4356	5.	78	6084	5.	44	1936	5.	46	2116
6.	76	5776	6.	56	3136	6.	70	4900	6.	70	4900	6.	70	4900	6.	40	1600
7.	76	5776	7.	74	5476	7.	68	4624	7.	60	3600	7.	60	3600	7.	64	4096
8.	56	3136	8.	60	3600	8.	52	2704	8.	54	2916	8.	76	5776	8.	70	4900
9.	58	3364	9.	80	6400	9.	58	3364	9.	68	4624	9.	60	3600	9.	66	4356
10.	60	3600	10.	40	1600	10.	70	4900	10.	64	4096	10.	58	3364	10.	72	5184
11.	40	1600	11.	48	2304	11.	42	1764	11.	70	4900	11.	54	2916	11.	72	5184
12.	46	2116	12.	70	4900	12.	48	2304	12.	68	4624	12.	70	4900	12.	56	3136
13.	68	4624	13.	70	4900	13.	70	4900	13.	46	2116	13.	70	4900	13.	48	2304
14.	68	4624	14.	40	1600	14.	68	4624	14.	42	1764	14.	60	3600	14.	74	5476
15.	72	5184	15.	44	1936	15.	64	4096	15.	56	3136	15.	40	1600	15.	70	4900
16.	36	1296	16.	68	4624	16.	70	4900	16.	58	3364	16.	44	1936	16.	38	1444
17.	58	3364	17.	80	6400	17.	80	6400	17.	70	4900	17.	66	4356	17.	62	3844
18.	60	3600	18.	66	4356	18.	68	4624	18.	72	5184	18.	66	4356	18.	54	2916
19.	72	5184	19.	52	2704	19.	68	4624	19.	40	1600	19.	60	3600	19.	46	2116
20.	66	4356	20.	62	3844	20.	54	2916	20.	68	4624	20.	58	3364	20.	70	4900
21.	52	2704	21.	72	5184	21.	70	4900	21.	72	5184	21.	48	2304	21.	60	3600
22.	60	3600	22.	66	4356	22.	50	3136	22.	56	3136	22.	56	3136	22.	68	4624
23.	82	6724	23.	56	3136	23.	40	1600	23.	44	1936	23.	66	4356	23.	74	5476
24.	66	4356	24.	72	5184	24.	64	4096	24.	46	2116	24.	70	4900	24.	66	4356
25.	46	2116	25.	64	4096	25.	52	2704	25.	68	4624	25.	80	6400	25.	64	4096
26.	68	4624	26.	46	2116	26.	60	3600	26.	72	5184	26.	78	6084	26.	72	5184
27.	42	1764	27.	46	2116	27.	66	4356	27.	68	4624	27.	62	3844	27.	70	4900
28.	68	4624	28.	44	1936	28.	68	4624	28.	72	5184	28.	68	4624	28.	58	3364
29.	56	3136	29.	52	2704	29.	60	3600	29.	64	4096	29.	70	4900	29.	68	4624
30.	74	5476	30.	68	4624	30.	52	2704	30.	70	4900	30.	68	4624	30.	70	4900
31.	62	3844	31.	70	4900	31.	64	4096	31.	76	5776	31.	52	2704	31.	58	3364
32.	76	5776	32.	62	3844	32.	56	3136	32.	78	6084	32.	48	2304	32.	64	4096
33.	62	3844	33.	56	3136	33.	70	4900	33.	70	4900	33.	40	1600	33.	40	1600



34.	74	5476	34.	62	3844	34.	46	2116	34.	56	3136	34.	70	4900	34.	48	2304
35.	40	1600	35.	60	3600	35.	48	2304	35.	60	3600	35.	60	3600	35.	64	4096
36.	68	4624	36.	40	1600	36.	50	2500	36.	48	2304	36.	72	5184	36.	64	4096
37.	40	1600	37.	60	3600	37.	70	4900	37.	68	4624	37.	70	4900	37.	52	2704
38.	64	4096	38.	70	4900	38.	64	4096	38.	54	2916	38.	64	4096	38.	72	5184
39.	40	1600				39.	62	3844	39.	64	4096	39.	58	3364	39.	64	4096
									40.	70	4900	40.	70	4900			
									41.	80	6400						

	II - 1	II - 2	II - 3	II - 4	II - 5	II - 6	Total
nk	39	38	39	41	40	39	236(N)
$\sum X_k$	2388	2310	2394	2610	2470	2410	14582
$\sum X^2_k$	152056	144692	148436	170576	156396	153168	925324
M	61.23	60.78	61.38	63.65	61.75	61.79	

The stages of calculating the data above are as follows:

$$\begin{aligned}
 SS_{tot} &= \sum X^2_{tot} - \frac{(\sum X_{tot})^2}{N} \\
 &= 925324 - \frac{(14582)^2}{236} \\
 &= 24329,4
 \end{aligned}$$

$$\begin{aligned}
 SS_b &= \frac{(\sum X_A)^2}{n_A} + \frac{(\sum X_B)^2}{n_B} + \frac{(\sum X_C)^2}{n_C} + \frac{(\sum X_F)^2}{n_F} - \frac{(\sum X_{tot})^2}{N} \\
 &= \frac{(2388)^2}{39} + \frac{(2310)^2}{38} + \frac{(2394)^2}{39} + \frac{(2410)^2}{39} - \frac{(14582)^2}{236} \\
 &= 901194,5 - 900994,6 \\
 &= 199,9
 \end{aligned}$$

$$\begin{aligned}
 SS_w &= SS_{tot} - SS_b \\
 &= 24329,4 - 199,9 \\
 &= 24129,5
 \end{aligned}$$

$$df_i = N - 1$$

$$= 236 - 1$$

$$= 235$$

$$df_b = K - 1$$

$$= 6 - 1$$

$$= 5$$

$$df_w = N - K$$

$$= 236 - 6$$

$$= 230$$

$$MS_b = \frac{SS_b}{df_b}$$

$$= \frac{199,9}{5}$$

$$= 39,38$$

$$MS_w = \frac{SS_w}{df_w}$$

$$= \frac{24129,5}{230}$$

$$= 104,9$$

$$F_o = \frac{MS_b}{MS_w}$$

$$= \frac{39,98}{104,9}$$

$$= 0,381$$

$$F_{tabel} = 2,26$$

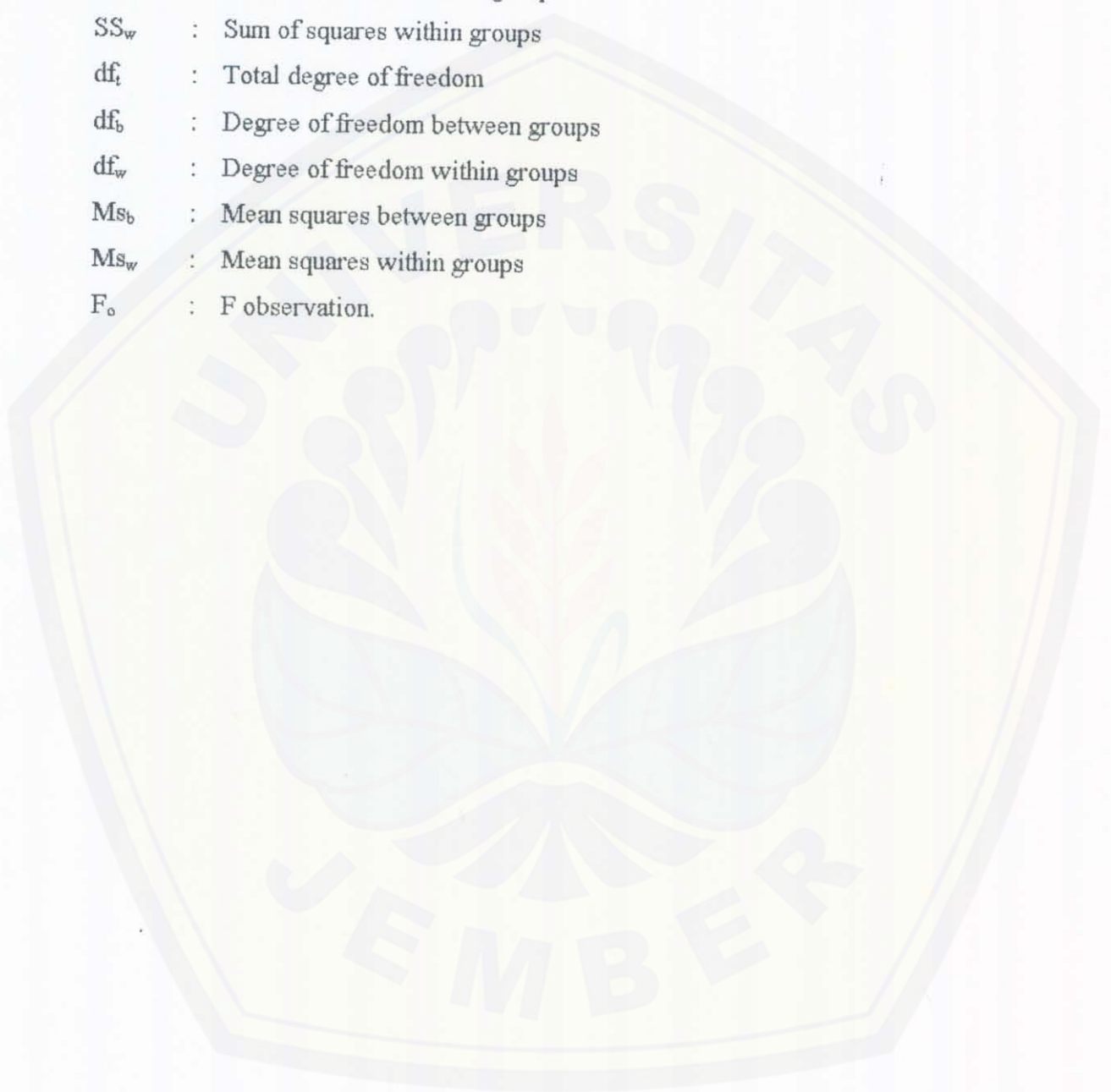
$$F_o (0,381) < F_{tabel} (2,26)$$

Explanations :

Since the value of  $F_o$  (0,381) was less than  $F_{tabel}$  (2,26), it could be concluded that the population which divided into six classes of the second year students of SMUN 2 Tuban had the same ability of English. In other words, they are homogeneous.

Where:

- $SS_{tot}$  : Sum of squares  
 $SS_b$  : Sum of squares between groups  
 $SS_w$  : Sum of squares within groups  
 $df_t$  : Total degree of freedom  
 $df_b$  : Degree of freedom between groups  
 $df_w$  : Degree of freedom within groups  
 $Ms_b$  : Mean squares between groups  
 $Ms_w$  : Mean squares within groups  
 $F_o$  : F observation.



Appendix 8

Reading Comprehension Test

**Test : English**  
**Skill : Reading Comprehension**  
**Time : 60 minutes**

**Text 1**

**A. Read the text carefully !**

**VIOLINS**

Most musician agree that the first violins were made in Italy. They were made in Cremona, Italy, about 200 years ago. These violins sound better than violins made today. Violin makers and scientists try to make instruments like the Italian violins. But they aren't the same. Musicians still prefer the old ones. Why these old Italian violins so special ? No one really knows. But many people think they have an answer.

Some people think it is the age of the violins. They say that today's violin will also sound wonderful someday. But there is a problem here. Not all old violins sound wonderful. Only the old violins from Cremona are special. So age cannot be the answer. There must be something different about Cremona or those Italian violin makers.

Other people think the secret to those violins is the wood. The wood of the violin is very important. It must be from certain kinds of trees. It must not be too young or too old. Perharp the violin makers of Cremona know something special about wood for violins.

But the kind of wood may not be so important. It may be more important to cut the wood a special way. Wood for a violin must be cut very carefully. It has to be the right size and shape. The smallest different will change the sound of the violin. Musicians sometime think that this was the secret of the Italians. Maybe they understood more than we do about how to cut the wood.

Size and shape may not be the answer either. Scientists measure these old violins very carefully. They can make new ones that are exactly the same size and shape. But the new violins still do not sound as good as the old ones. Some scientists think the secret may be the varnish. Varnish is what covers the wood of the violin. It makes the wood look shiny. It also helps the sound of the instrument. No ones knows what the Italian violin maker used in their varnish. So no one can make the same varnish today.

There may never be other violins like violins of Cremona. Their secret may be lost forever. Young musicians today hope this not true. They need fine violins. But there aren't many of the violins left. Also, the old violins are very expensive. Recently, a famous old Italian violin was sold for about \$ 300,000 !

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

1. The violins from Cremona sound.....than today's violins.
2. Some people think that the new violins will..... in the future.
3. The.....of violins is the main idea of the second paragraph.
4. The ..... may help the sound of the violins.
5. The scientists are able to make the new violins which has..... as the old ones.

**C. Cross(X) the correct answer among the available options based on the text!**

6. What is the main idea of the text ?
  - a. The way of making a violin
  - b. The different between the old violins and the new ones.
  - c. The sound of a violin.
  - d. The age of violin.
7. The statements below are true based on the text *except*.....
  - a. The age of violin cannot guarantee the violin sound wonderful.
  - b. How to cut the wood is more important than the kinds of wood in making violins.
  - c. The scientists have been able to make a new violins which sound as good as the old violins.
  - d. Today no one is able to make the same varnish as the Italians did.
8. What is the main idea of the fourth paragraph?
  - a. The kinds of wood for violins.
  - b. The way of cutting the wood for violins.
  - c. The right size and shape.
  - d. The secret of Italians.
9. The smallest difference of size and shape might cause.....
  - a. The violins to sound wonderful.
  - b. The secret of violins to lose forever.
  - c. The sound of violins to change.
  - d. The new violins to as good as the old ones.
10. Why cannot the new violins sound as wonderful as the old ones? Because.....
  - a. The wood of violin is different.
  - b. The age of the violins.
  - c. The varnish of violin is not the same.
  - d. The size and shape of the violin is different.

**Text 2**

**A. Read the text carefully !**

**AGRICULTURE (1)**

If you ask the average person what agriculture is, he will probably reply, "Why, it means farming, of course." He will be partly right, for raising crops is a branch of agriculture. So also are livestock raising, dairy farming, fruit growing, chicken raising, and even fur farming. Agriculture includes the raising of every kind of plant and animal that is useful to man.

With its many branches, agriculture is the world's most important industry. It supplies the food we eat and the materials from which we make our clothing. Modern agriculture also provides business for many other industries. Farmers buy tractors, plows, seeders, and many other kinds of equipment. They buy supplies such as fertilizer, chemical sprays, and animal feed. The manufactures from whom they buy these things in turn buy raw materials from other industries. Grocery, stores and supermarkets, restaurants and lunch counters and companies, then can and freeze food, they would have nothing to sell without agriculture. Railroads and truck lines that carry farm products to markets are among the other industries that depend directly or indirectly on agriculture.

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

11. The average people say that agriculture is dealing with .....
12. Any kind of activity which involves..... which can be useful to us belongs to agriculture.
13. Agriculture is ..... of the world.
14. The main idea of the first paragraph is the definition of .....
15. Tractors, plows, seeders are ..... needed by the farmers to do their activity.

**C. Cross(X) the correct answer among the available options based on the text!**

16. The statement below are true based on the text, except.....
  - a. Our clothing have nothing to do with agriculture.
  - b. Agriculture gives benefit to other industries.
  - c. The farmers need equipment to do their activities.
  - d. There are chained business which starts or ends on agriculture.
17. The industries that depend directly on agriculture are.....
  - a. Railroad and truck lines.
  - b. The fertilizer and chemical sprays industries.
  - c. Groceries, supermarkets, restaurants, and food industries.
  - d. The animal food industries.

18. What will happen to supermarkets, restaurants, groceries, and food industries without agriculture?
- They will continue their business.
  - They cannot run their business.
  - They will get profit.
  - They will provide business for other industries.

**Text 3**

**A. Read the text carefully!**

**AGRICULTURE (2)**

People have been familiar with irrigation for a long time. In 4000 BC the Egyptians built structures for the purpose of irrigation. They used the water of the Nile to irrigate their farmland. People living in the area around the Euphrates and the Trigris in the Middle East also did the same thing. Not only did people find ancient buildings of irrigation in these place, they also found similar things in European countries like Germany, France, Austria, and the Mideterranean countries.

Irrigation is any activity which is related to the efforts to obtain water for the farmland. For this purpose people may make a reservoir or a man-made lake, use water pumps, build dams and ditches. The ditches are used to lead water from the resource to obtain the farmland and drain off excess water which is not used by the crop.

**B. Cross(X) the correct answer among the available options based on the text!**

19. What is the main idea of the first paragraph?
- The purpose of irrigation
  - The irrigation efficiency
  - The definition of irrigation
  - The history of irrigation
20. What is the main idea of the second paragraph?
- The purpose of irrigation
  - The irrigation efficiency
  - The definition of irrigation
  - The history of irrigation

Appendix 9

The Answers Key

**Text 1**

1. better
2. sound wonderful
3. age
4. varnish
5. the same shape and size
6. b
7. c
8. b
9. c
10. c

**Text 2**

11. farming
12. raising of every kind of plant and animal
13. the most important
14. agriculture
15. equipments
16. a
17. c
18. b

**Text 3**

19. d
20. c



Hal : Permohonan Penelitian

Kepada

Yth. Kepala SMUN 2 Tuban

di Tempat

Dengan hormat,

Saya yang bertanda tangan di bawah ini :

Nama : FATIYAH

Mahasiswa : FKIP Universitas Jember

Jurusan/ Program : Pendidikan Bahasa dan Seni/ Bahasa Inggris

Angkatan : 1995

Bermaksud mengadakan penelitian di SMUN 2 Tuban dalam rangka  
mentusun skripsi dengan judul :

A Descriptive Study on Reading Comprehension Abilities  
of The Second Year Students of SMUN In The 1999/2000  
Academic Year

Sehubungan dengan hal tersebut di atas, saya mengajukan permo-  
honan ijin untuk mengadakan penelitian di sekolah yang Bapak  
pimpin.

Demikian surat permohonan ini saya buat, atas berkenannya  
Bapak memberikan ijin, saya ucapkan banyak terimakasih.

Mengetahui

Kepala SMUN 2 Tuban

Tuban, 22 Oktober 1999

Pemohon



Drs. Suwadji

NIP. 130 522 561

F A T I Y A H

NIM. B1G195282

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

Nomor : 335/PT.32.H5.FKIP/I.71.99..

Jember, 3 - 11 - 19.99

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth.Sdr. ~~Kepala Sekolah SMUN 2 Tuban~~

~~Drs. Suwadi.....~~

di -

~~Tuban.....~~

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

N a m a : F.a.t.i.y.a.h.....

N i m : B1G195282.....

Program / Jurusan : Bahasa Inggris / PBS.....

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

A.Descriptive Study.on Reading Comprehension Abilities of .  
The.Second.Year Students.of SMUN 2 Tuban.In The 1999/2000 .  
Academic Year . . . . .

pada lembaga yang saudara pimpin.

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

A.n.Dekan

Pembantu Dekan I





DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN  
KANTOR WILAYAH PROPINSI JAWA TIMUR  
SMU NEGERI 2 TUBAN

Jl. Dr. Wahidin Sudirohusodo 869 Telp. (0356) 321094 Tuban

SURAT KETERANGAN

Nomor : 578/IO4.14/SMU.2/PL/1999

Yang bertanda tangan di bawah ini :

Nama : Drs. SUWADJI  
NIP : 130522561  
Pangkat/Golongan : Pembina, IV/a  
Jabatan : Kepala SMU Negeri 2 Tuban

Dengan ini menerangkan bahwa Saudara :

Nama : FATIYAH  
NIM : B1G195282  
Program/Jurusan : Bahasa Inggris/PBS pada Fakultas Keguruan  
dan Ilmu Pendidikan Universitas Jember

telah mengadakan penelitian di SMU Negeri 2 Tuban, dengan judul :  
A Descriptive Study on Reading Comprehension Abilities of The Second  
Year Students of SMU Negeri 2 Tuban in The 1999/2000 Academic Year.

Demikian surat keterangan ini untuk dapat dipergunakan sebagaimana  
mestinya, dan yang berkepentingan harap menjadikan maklum.

Tuban, 11 November 1999  
Kepala,



*[Signature]*  
Drs. SUWADJI  
NIP 130522561



LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : F A T I Y A H  
 Nim / Jurusan / Angkatan : B1G195282/PBS/ 95  
 Judul Skripsi : A Descriptive Study on Reading Comprehension Abilities of The Second Year Students of SMUN 2 Tuban In The 1999/2000 Academic Year  
 Pembimbing I : Drs. Paulus Walujo  
 Pembimbing II :

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	Kamis/11-3-1999	Judul dan Matrik	✓
2.	Rabu/15-9-1999	Bab I, II, III	✓
3.	Jumat/ 1-10-1999	Revisi Bab III	✓
4.	Rabu/29-12-1999	Bab IV dan V	✓
5.	Jumat/21-1-2000	Revisi Bab IV dan V	✓
6.	Selasa/9-2-2000	Konsultasi terakhir	✓
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

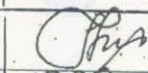

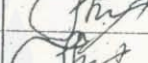
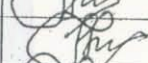



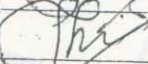
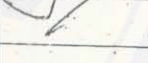

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 Judul Skripsi : A Descriptive Study of Reading Comprehension Abilities of The Second Year Students of SMUN 2 Tuban in The 1999/2000 Academic Year

Pembimbing I : \_\_\_\_\_  
 Pembimbing II : Dra. Siti Sundari, MA

KEGIATAN KONSULTASI :

No.	Hari tanggal.	Materi Konsultasi	Tt. Pembimbing
1.	Kamis/11-3-1999	Judul dan Matrix	
2.	Selasa/20-4-1999	Bab I	
3.	Rabu/12-5-1999	Bab II	
4.	Kamis/3-6-1999	Bab III dan Revisi Bab I	
5.	Senin/19-7-1999	Revisi Bab II	
6.	Jumat/20-8-1999	Revisi Bab I, II, III	
7.	Senin/6-9-1999	Instrumen	
8.	Senin/27-12-1999	Bab IV, V dan Revisi	
9.	Senin/24-1-2000	Revisi Bab IV dan V	
10.	Selasa/8-2-2000	Konsultasi Terakhir	
11.			
12.			
13.			
14.			
15.			

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