

**FACTORS AFFECTING STUDENTS ACHIEVEMENT
IN READING COMPREHENSION OF
SMP NEGERI 2 MASAMBA**

SKRIPSI



By

NURHANA

NIM 4509101116

UNIVERSITAS

BOSOWA



**ENGLISH EDUCATION DEPARTMENT FACULTY OF
TEACHERSHIP AND EDUCATIONAL SCIENCE
UNIVERSITY "45" MAKASSAR
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**Submitted to the Faculty of Teachership and Educational Science in
Partial Fulfillment of the Requirement for the Sarjana Degree (S.Pd)**

BUSUWA



**NURHANA
NIM 4509101116**

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Arranged and submitted by

NURHANA
NIM 4509101116

Has been defended in front of Skripsi Examination
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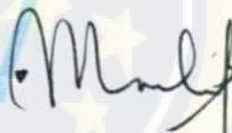
Approved By

Supervisor I

Supervisor II



Drs. H. Herman Mustafa, M.Pd.
NIDN. 093 1126 306

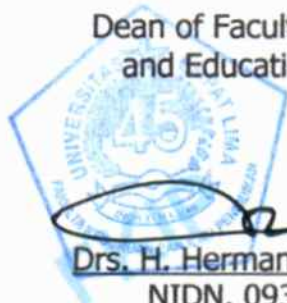


Dra. Dahlia D. Moelier, M.Hum
NIDN. 091 2096 701

Known By

Dean of Faculty Teachership
and Educational Science

Head of English
Education Department



Drs. H. Herman Mustafa, M.Pd.
NIDN. 093 1126 306



Rampeng, S.Pd., M.Pd.
NIDN. 091 6047 806

PERNYATAAN

Dengan ini saya mengatakan bahwa skripsi dengan judul "*Factors Affecting on Reading Comprehension Achievement of SMP Negeri 2 Masamba*" beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan hasil plagiat. Saya siap menanggung resiko/sanksi apabila ternyata ditemukan adanya perbuatan tercelah yang melanggar etika keilmuan dalam hasil karya saya ini. Termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 20 November 2012

Yang Membuat Pernyataan



NURHANA

ABSTRAK

Nurhana, 2012. *Factors Affecting on Reading Comprehension Achievement of SMP Negeri 2 Masamba*". Skripsi. Jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar. (Pembimbing I Drs. H. Herman Mustafa, M.Pd. and Pembimbing II Dra. Dahlia D. Moelier, M.Hum.)

Tujuan dari penelitian ini adalah untuk mengetahui apakah siswa memiliki prestasi rendah atau tinggi pada memahami bacaan bahasa Inggris dan apa faktor yang mempengaruhi mereka dalam pemahaman dalam memahami prestasi membaca.

Penelitian ini menggunakan metode deskriptif untuk mengetahui prestasi belajar siswa pada pemahaman membaca dan faktor-faktor yang mempengaruhi prestasi mereka pada tes pemahaman membaca. Data dianalisis dalam persentase. Populasi penelitian SMP Negeri 2 Masamba pada tahun akademik 2011/2012. sampel penelitian terdiri dari 25 siswa

Instrumen penelitian sedang membaca tes pemahaman dan angket. Hasil penelitian menunjukkan bahwa siswa SMP Negeri 2 Masamba wajar berprestasi pada faktor pemahaman membaca yang mempengaruhi prestasi mereka dan motivasi siswa dalam belajar bahasa Inggris, persepsi siswa tentang membaca, dan kurangnya praktek.

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Alhamdulillah Rabbil Alamin, the writers express her sincere gratitude to the almighty bad Allah SWT, who has given guidance, mercy and good healthy, so that I could finish writing this skripsi, shalawat and salam are addressed to the beloved prophet Muhammad SAW.

During writing of this skripsi, the writer realizes that received much assistance from a number person, this skripsi would have never come into being perfect without them. Therefore, the writer would like to express her sincere greatest thanks to them, especially to the following.

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Nothing is perfect but Allah and no one can make something perfect, but Allah. The writer realized that this skripsi is a far from, perfect, therefore, construction, critics and suggestions will be highly appreciated.

Makassar,

2012

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BOSOWA **NURHANA**

TABLE OF CONTENTS

PAGE OF TITLE	i
PAGE OF APPROVAL	ii
PERNYATAAN	iii
ABSTRAK	iv
ACKNOWLEDGMENT	v
TABLE OF CONTENTS	vii
LIST OF TABLE	ix
CHAPTER I INTRODUCTION	
A. Background	1
B. Problem Statement	4
C. Objective of the Research	5
D. Significance of the Research	5
E. Scope of the Research	5
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Factor Affecting Comprehension	6
B. Kinds of Reading	9
C. Some Reading Techniques	11
D. Reading Comprehension Skills	18
E. Developing Reading Comprehension	20

F.	Definition of Reading Comprehension	26
CHAPTER III METHODOLOGY AND PROCEDURE		
A.	Method of the Research	28
B.	Population and Sample	28
C.	Instrument of Research	29
D.	Technique of Data Analysis	29
CHAPTER IV FINDINGS AND DISCUSSION		
A.	The Findings	32
B.	Discussion	41
CHAPTER V CONCLUSIONS AND SUGGESTIONS		
A.	Conclusions	43
B.	Suggestions	43
BIBLIOGRAPHY		44
APPENDIX		46

LIST OF TABLE

Table 1	: The percentage of the students' Factor Affecting the Reading Comprehension of SMP Negeri 2 Masamba	32
Table 2	: The Students Interest in Learning English	33
Table 3	: Factors That Motivated the Students in Learning English.	34
Table 4	: The Students Interest of Four Language Skill	34
Table 5	: The Students Response Whether They Have English Dictionary Or Not.....	35
Table 6	: The Students Answer about They Frequency of English Teacher In Giving Reading Assignment	35
Table 7	: The Frequency of the Students in Doing Reading Assignment	36
Table 8	: The Students; Responden towards English Reading Assignment	36
Table 9	: The Students' Response toward The Frequency Of The Understanding the Teacher Explanation	37
Table 10	: The Frequency Of The Students In Asking Question Related To Reading Subject	38
Table 11	: Amount of Time Spend by the Students for Reading Practice Per Day	38
Table 12	: The Frequency of The Students in Reading Book in the Library	39
Table 13	: Factors That Hammers the Students In Reading	40
Table 14	: Source That the Students Consult With In Solving Problem Related to Reading Material.....	40

CHAPTER I

INTRODUCTION

A. Background

English is the dominate foreign language and function as an international language. Most of the scientific books available through out the world are written in English as Halim (2010: 1) points out that in the development of a nation at present, we cannot deny the fact that the command of English plays an important role, because according to UNESCO, at least 62 % of the scientific books are written in English.

In this section, therefore, the study and the mastery of English should be given priority. In fact, English in the only foreign language taught as a compulsory subject in secondary schools.

It can be argued that, in Indonesia, the main objective of English teaching is the reading ability as Das (1985) in Mursalim (2007: 2) states, in Indonesia, the main objective of TEFL is reading ability for the purpose of further study and of science and technology also in 1994 curriculum reading ability is the main target will be taught both academic purpose and as means of international communication.

As medium of communication and tool of learning reading serves an Indispensable function in the society. Wayne (1979) states that

reading is central to most subject and important in nearly all of them since reading is an essential tool. It is a means to the achievement of many ends.

A person must read well if he or she is to broad his or her experience, develop new concepts and solve challenging problems. As for the English language skills that are studied by Indonesian students, it has an important position beside listening, speaking and writing skills, we realize how important reading.

For students who want to develop and extend their reading knowledge, reading comprehension skill is fundamental skill in obtaining progress. The students can extend their reading knowledge by reading and comprehending books, the students are hoped to be able not only in pronouncing the words but also goal in grasping. The ideas prepared in order to be able to draw inference from reading passage. Zints (2009) in Syahrir (2009: 2) points out that the primary in reading instruction is to teach the reader to understand to respond what he reads. He also said that the fundamental goal in seeking to produce mature readers is to enable them to comprehend what ever printed materials will serve their purpose, no matter how difficult those materials may be. This statement is emphasized by Adams and Collins (1977: 1) who state that reading is not

the ability to decode words but the ability to extract the meaning of both explicit and implicit from the written.

Basically, there are two kinds of reading comprehension when readers are able to use the writer's words to answer the questions, it's their factual comprehension sometimes, and the information is not directly stated. It needs specific skill. They have to infer the meaning using their own reasoning and logic. This skill requires greater emphasis upon thoughtful reading or thinking along with beyond what is given in the printed material. This type of understanding is referred to as inferential comprehension. To comprehend written material, a reader must use a variety of skills such as skills include: he reader must be able to draw conclusion, identify the main idea and recognize details from selection.

To be able to know the word meaning and draw inference from the test is really needed if the students want to make their reading active. It means that they aren't only to receive as much as possible information or message but also to be able to interchange ideas with the writer's.

J. Estill A. (1988: 161) States as follows:

If the reader is getting only the literal meaning, he is reading receptively. He is trying to receive only what the author has to say. While higher level of comprehension involves reading beyond or between the lines, he brings the knowledge and applies reading to life situations.

The statement above identifies that inference ability is an important skill in testing the reader comprehension. Although, many efforts have been done, the reality shows that many students can read but not many can understand what they have read. Many students are not competent to comprehend English text well, even though, they have learning English for many years. As a result, they find serious handicaps in comprehending a passage. It is supported by Flesch (2010) in Syahrir (2009:4) that many students can read the words in a passage perfectly but are unable to answer questions that call for making inferences or for identifying the main idea. They can say the words, but unable to gain meaning from words. They find hard to comprehend what they read. Since there is no data about what factors affecting the ability students of SMP Negeri 2 Masamba in reading comprehension, the writer motivated to carry out a research entitled factor affecting the reading comprehension achievement of the third class of SMP Negeri 2 Masamba in comprehension reading passage. The writer focuses his research on the third year students.

B. Problem Statements.

Based on the description above, the writer formulates research question as follows:

1. How is the students achievement in English reading comprehension?

2. What are the factors affecting students achievement in reading English passage?

C. Objective of the Research

This research endeavors to find out the whether the factor that affecting the third year students of SMP Negeri 2 Masamba in reading comprehension achievement and to find out whether them had sufficient achievement in the English reading comprehension skill or not.

D. Significance of the Research

The out comes of the research are expected to be used as feed back to increase reading comprehension of the third year students of SMP Negeri 2 Masamba hopefully.

E. Scope of the Research

This research limits the scope on the achievement of the third years students of SMP Negeri 2 Masamba in learning reading comprehension and the factors can affect the students reading achievement.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Factor Affecting Comprehension

There are some factors that affecting comprehension in reading that frequently occurs:

1. Sub Vocalization

One undesirable habit that commonly happens is that the reader unconsciously forms words with the lips or in throat in reading. The habit of unconsciously forming words with the lips or in throat is called sub-vocalizing. In reading, this habit should be avoided or abandoned. In this case, Brewton et all (2009: 121) explain:

"Perhaps you have some reading habits that are hold avers from the habits you formed when you first learned to read. One such habits is quite command among adults is that of unconsciously forming words with the lips or in the throat such a habit is called cub vocalizing".

2. Habit of Regression

Brewton et all, (2009: 122) also point out that another habit to avoid in reading is that of going back over tracks. Almost everyone reads in this way, that is, by doing the habit of regression. When

reading very difficult materials the reader sometimes rereads and return the passage this habit is allowed. However, in ordinary reading, this habit should not be so frequent because it can block reading rate and comprehension. In the following, they emphasize:

Another habit to avoid is that of "going back over your tracks. Almost everyone is quietly of this of this habit of regression to a degree, if you are reading very difficult materials, you may need to return and reread passages that prevent you form understanding what come next. But such a return should not be deliberate one, and it should not be frequent in ordinary reading. Do not let your self jump back and forth and lose the thread of what you are reading, often, too, if you keep reading, the next sentence or paragraph may clear up what puzzling you".

3. Word by Word Reading

The reader who reads word by word may provide himself a handicap or road block to understand meaning rapidly and to speed his reading. In this relation, let us idea with the following statements:

"The word by word reader is getting his information to slowly to occupy his mind. The slow reader can think much faster than he can read. His mind is not fully engaged by the ideas on the page because they enter too slowly. This though wonders. Other ideas come in. before long, the reading is not concentrating on the meaning of what his eyes see because he is unable to keep his mind fully involved" (Schail in Arny, 2006: 13)

From the statement above, it seems that word by word reading should be avoided if reading speed and comprehension is going to be achieved this reading habit should be abandoned by the reader slow

because this way of reading make the reader slows understand and it makes them unable to speed up their reading rate. Consequently, the comprehension skill will not develop.

4. Poor Concentration

Concentration is very important in effective reading. The reader cannot submerge himself completely in reading process if he has poor or less concentration in reading. Consequently, high reading speed and high concentration in reading is considerable needed. In this relation, Bakka (2009: 27) comments that poor concentration makes the reader unable to speed up his reading rate and to get if understand all meaning of the passage he is reading. In this case, he says:

"The effectiveness of every part of the modern reading techniques dependent on the ability to submerge yourself completely on the reading process. Concentration is the secret you cannot get at your faster speed and skill get all meanings unless you concentrate (Bakka, 2009: 27)".

The statements indicate that good concentration is extremely needed in reading activity. That is why, a reader should concentrate in reading.

B. Kinds of Reading

Sometimes we do not need to read or understand every word in a text that we are read. As Nuttal (1982: 22) states that certain students are to understand completely when necessary, but they must also learn that is wasteful to read with the some amount of care for very purpose.

There are three kinds of reading. They are reading aloud, silent reading, and speed reading.

1. Reading Aloud

Reading aloud is very important device that cannot be overlooked in achieving the goal because it is a great aid in developing our habits to practice. In reading aloud the students will get experience to improve their vocabulary.

Reading aloud is an effective technique in reading because it gives the student an opportunity to comprehend the ideas, recognize the vocabulary, concepts, and correct their mistakes in pronunciation and intonation.

2. Silent Reading

Silent reading is a second kinds of reading that covers many ways of reading, silent reading focuses on comprehension pronouncing the words or sentences. This kind of reading leads the readers to

better comprehension. Silent reading is a skill to criticize what is written. Reading means to draw inferences and conclusions and expressed new idea in the basis of what is read. This reading skill is called the ability of reading.

3. Speed Reading

This kind of reading is used to improve speed and comprehension. It is a very important skill for student to apply in reading. If the readers do not have a skills of reading speed, all the process of studying will be slow and effective. That is only speed reading should be regarded as one of main skill in reading.

Hafner and Hayden (2007: 249), state that reading rate is not separate, unified skill that can be considered in isolations from others characteristic of the reader or from the content he is reading. This indicates that speed reading can't be separated with the other skills because it depends on the readers what they are reading.

The purpose of speed reading is comprehension. There will no of reading with faster if the purpose of reading is not fulfilled. The rate of reading depends on the kinds of reading material.

C. Some Reading Techniques

One reason for reading is what we want to understand. Other peoples ideas; if we were all identical, there would be no point in most communication (Grallet, 2007: 8).

There are three main reading technique namely, scanning, skimming, and survey reading. In reading, the teacher also must remember to give the strategies for dealing with text which does not need master completely.

1. Skimming

Skimming is a kind of reading that makes our eyes move quickly. The purpose is to get the main ideas from the reading materials.

Grallet (2007: 14) says that, skimming: quickly running one eye over a text to get the gist of it.

Skimming is done when a reader wishes to see only the reading test. The most important information or the main ideas of the reading material in a hurry or in short time. So the readers have to find out important items they need by glancing speedily over the reading materials. This information might be short and simple one. In other

words, in skimming, we read quickly to get main idea and details of the passage.

2. Scanning

Grallet (2007: 19) says as follows:

"When scanning us only try to locate specific information and we do not follow the linearly of passage to do. We simply have our eyes wander over the text until we find what we are looking for whether it is a name, a date, or less specific of information".

In addition there are some procedures for scanning as states by Yatim in Aminah (2009: 12) in the following:

- a. Keep in mind only the specific information to be located.
- b. Read the section containing the clues to get the information needed.

3. Survey Reading

Tarigan in Aminah (1993: 10) says that before reading we must analyze what we want to analyze, we survey the material that we will learn. It is to determine whether someone success or fails in his study. Someone's background knowledge influences reading survey.

Every writer has his own definition, Taringan (1986) in Nursia (1997) says that before reading we must analyze what we want to analyze, we survey the material that we will learn look in to schema, the outline of the book, and look in to the title of chapter in the book.

De Boer (2008: 163-167) proposes several elements of reading process to look at, they are:

a. Physical and health

Good physical health is necessary to have maximum growth in reading. The distraction and disgorgement resulting from discomfort, fatigue and depleted frequently interfere with success in reading; art may often observe the symptoms of general listlessness and irritability that call for the attention of a physician.

Besides that, mental seem to be more important children and young people who are and insecure do not learn well and can make satisfactory progress in reading. Clearly the emotional affect of unsatisfactory conditions in the home had seriously adverse effects on children's reading.

In some instances it is impossible to remove the causes completely, and it becomes necessary to compensate as much as possible by adjusting to the situation. Special efforts to provide emotional security for the learners is to promote good relations with their classmates, and to give them a sense of success and achievement.

b. Sound vision and hearing essential

Obviously a minimum amount of visual acuity is essential to success in reading. Some investigators have found that visual deficiencies are as numerous among good readers as among poor readers, but in cases of serious visual difficulty, progress in reading may be retarded or made completely impossible visual cause of reading deficiency. Hearing loss may likewise interfere with learning in general and with reading in particular. Teacher should be on the alert for evidences of auditory defiance and refer pupils who exhibit symptoms of hearing difficulty for tests of hearing.

c. Wide experience background essential

Reading is not matter of sounding words. It consist in gaining meaning, rapidly and accurately, from the printed page. If the printed symbol is to convey meaning to the reader, there must be in his mind a background of impression, which may be evoked by the symbols. If the printed matter includes references to a locomotive engineer the reader should have had previous opportunity to observe a locomotive engineer in action.

When reading growth is retarded because of the reader's limited experience background, instruction may often best take

from of field trips, observation of experiments, laboratory work under careful guidance, etc the skillful teacher can help the reader bring to mind many earlier experiences, which bear upon the subject of reading material in such a way as to make the printed matter more meaningful.

d. Adequate Language Development a part of Reading Readiness

To read materials in English or any other language it is of cause necessary to be familiar whit the language in question. Boys and girls from bilingual homes frequently exhibit reading difficulties because of insufficient knowledge of the English language. Direct experiences, to be helpful in promoting reading growth, must be accompanied by abundant contract with language which can identity and interpret the experiences.

e. Interest and purpose important elements in reading development

Effective reading is mot passive process of absorbing facts or ideas from the printed page. It is rather a researching out of the mind for meaning, for the answer to question, for the out come of

a story, for facts related to the active approach to the printed page, for the attitude of expectancy to what has been read previously.

The task of the teacher is arouse or discover the reading motive the inner driving power that makes the book a servant and not a master of reader. Good readers may discover their motives as they read, or recognize interest, which have been previously aroused.

f. Need for familiarly whit the printed symbols

Reading instruction is frequently confined to drill in word recognition, speed or reading, and related skills in interpretation of printed materials. Reading is a much broader process than only just symbol perception. Nevertheless, the ability to recognize visual symbols on the printed page is essential to good reading, under conditions of perfect comprehension, the reader's thought are fixed on the action or the thought; but when unfamiliar words or constructions obtrude themselves, the reader is perforce distracted by the mechanical problems of word recognition and interpretation.

Basic reading abilities are developed naturally through close and constant association between meaning and symbol. Sigh vocabulary normally grows rapidly, without memorize methods or

much word analysis and consultation of the dictionary. Specific instruction in independent word recognition should be supplementary rather than basic to the program in reading guidance.

g. Employing Appropriate technique of many types of reading matter

Young readers must learn how to attack reading materials which calls for slow to attack reading materials which calls for slow careful reading and meticulous attention to details, that which calls for reading and material outlining. They need to learn how to find the central thought of a paragraph, how to follow printed directions, how to assume and summarize information, how to draw conclusions from the material read.

Attention to the various skills involved in word recognition, comprehension and rate of reading should in no case obscure the importance of laying the physical, emotional experiential, and linguistic based of good reading. Reading is valuable only in so far as it contributes to the wholesome personality, the enrichment of life, and the building of intelligent.

D. Reading Comprehension Skills

Reading comprehension is a complex process in which the reader uses his mental content to obtain the meaning from written material. It means that, the reader must be able to recognize the meaning of printed words. We can interpret that reading comprehension is the capability to comprehend or to acquire the idea of one passage.

Olson (2010: 43) states that the process of reading comprehension can be divided into two categories: reading as a total process and reading as composite of separable subs skills. Reading as a total process requires a high level of muscular co-ordination, sub stained and concentration.

Comprehension involves thinking. There are various level in the hierarchy of thinking. Higher level of comprehension would obviously include higher level of thinking. Smith (2008: 107) divides the comprehension skill into four categories:

1. Literal Comprehension

Literal comprehension refers to the idea and facts that are directly stated on the printed pages in fact, literal ideas and facts are usually clearly stated that one could go back in the passage and underling the information desired. The literal level of comprehension is fundamental to all reading skill at any level because a reading must

first understand what the author said before he can draw an inference or make an evaluation.

2. Interpretation

Interpretation or reading between the line demands a higher level of thinking ability because the questions in this category of interpretation are concerned with answer that are not directly stated in the text but are suggested or implied. To answer the questions at the interpretative level, reader must have ability and be able to work at various levels of abstraction. Inference may be defined as something devised by reasoning: something that is not directly stated but suggested in the statement, a logical conclusion that is drawn from statements.

3. Critical Reading

Critical reading is a higher level than the other two categories because it involves evaluation, truthfulness of what is read. To be able to make judgment, a reader must be able to collect, interpret, apply, analyze, and synthesize the information.

4. Creative Reading

Creative reading uses different thinking skill to go beyond the literal comprehension, interpretation, and critical-reading level, in

creative reading, the reader tries to come up with new or alternate salutations to what presented by writer.

E. Developing Reading Comprehension

As we realize that the students have actually been able to read simple English passage in senior high school grade, this ability should be developed through the guidance of the teacher in order to reach expected reading skills which includes reading whit comprehension sentences, perhaps complete reading sections and text book.

Kandarus Laba (2008) put same states to support the development of the students' comprehension and also some specific techniques for improving comprehension skills as follow:

1. Vocabulary building

Vocabulary building is total number of words which (with rules for combining them make up language(Hornby, 1974: 959).

Based on the definition above, we can say that vocabulary is words having meaning and function. The meaning of the word is not the meaning of the content. The meaning of the words, which are found in dictionary, is very important to enrich our vocabulary. By doing this we must select reading materials containing new words. We have to look up this new word in a dictionary and tray to use them in

sentences and not to learn by heart as single word, but use them in comprehension sentence.

2. Ability required for comprehension

It is necessary to put forward here the abilities required for comprehension. It could be the important abilities to support the developing of the students' comprehension.

- a. The ability to retain information and recall it whenever it is required in this ability. The students should be able to remember a reasonable proportion of the factual information or the ideas expressed in passage. Retention section of the comprehension test will help the students to assess much they are able recall before they begin to forget the material.
- b. The ability to select the important point. In this ability, the students should be able to differentiate major factor or ideas. If we are doubt about the main points, it is necessary to discuss our assessments whit others who have read the material. The most important thing of this irrelevant ones. It means that before a reader assesses which of the points are the important one, one the students should discard those that are irrelevant to the writer's them or purpose.

- c. Ability to interpret information and ideas in interpreting information and ideas, students should be selecting the important and relevant points. Besides, the students should also be able to understand the meaning and significance of the facts use of what we learn for the material.
- d. The ability to make deduction from what they have been read, the students who have understood the reading material are expected to be able to deduce certain things from information of the reading material that have been read. This most important thing in making deduction is the ability of the students to know the author means in the material.
- e. The ability to arrive at general conclusion and judgment. In this case, the students should be able to draw their conclusion for what they have read. And then, students should be able to evaluate or judge the material reasonable and accurately.
- f. The last point is the students should be able to relate what they read to what they have read and learned previously and modify accordingly, if necessary, their understanding of, or insight a subject.

3. Methods and techniques of improving comprehension

Anderson (2008: 107) points out some specific and methods for improving comprehension, they are:

- a. Determine the purpose in reading. Ask your self what you want to gain from reading the passage of selection.
- b. Pay attention to words. Each subject in the curriculum has its own special vocabulary and the students' success will depend to some extent on their mastery of this. This student should look at all words carefully.
- c. Utilize context clues. The use of surrounding context can help the students derive the full meaning from a passage.
- d. Use the six W.S and the one H questions in all reading. Comprehension is based on the questions who, where, what, when, why and how.
- e. Learn to phrase read. Phrase reading not only reduces the usual number of fixations perline but it also makes the meaning clearer.
- f. Examine the structure of paragraphs.

Zorn (2010: 71-74) explains deeply seven steps that can increase the reading comprehension:

1. Attention

It is absolute prerequisite to intensive mental impression. Impression from the printed pages is the essence of comprehension.

2. Interest

We always give voluntary attention to everything we are interested in when we are interested in an author's ideas, it will be easy for us to comprehend them.

3. Purpose

We will give much attention to the reading text we have a purpose before hand. We are required to read, because it relates to our work, school, college, etc. therefore a purpose contributes greatly to the amount of attention that we spend in vivid impression, consequently, the comprehension will be obtain, and so will the retention.

4. Concentration

If a reader is able to concentration more in his reading, he will get better impression. Concentration is the process of holding long enough attention to establish the vivid impression which contributes so much to recall abilities.

5. Association

Association in reading is another great factor in recall and comprehension. A natural and rational association of ideas is very useful ways to fix them in one's mind for letter retention, because the reader tries to associate the author's ideas with what he has in mind.

6. Repetition

Repetition in reading is not the same as regression although regression includes repetition. Repetition here means reviewing. A reader makes review in his reading because he wants to know more about what he has found first reading. In this case he may use skimming and scanning techniques.

7. Distributed practice

It cannot be denied that more practice will form habits. If the reader always practice speed reading and comprehension to words retention, he will be a good speed reader and will have better retention in his reading. Distributed practice is very important. It plays a significant in improving comprehension.

F. Definition of Reading comprehension

Before discussing reading, firstly, it is important to know the definition of reading itself.

Reading has various definitions as the variety of people's point of view. Anderson and Pearson in Burn (2008: 160) states that the reader comprehends by actively constructing meaning internally with the material that is reader id able to read to recognize the meaning of printed word. Reading comprehension is the capability to understand the writing language or reading materials as Kustaryo (2009: 11-12) states that:

"Reading comprehension understands what has been read. It is an active thinking process that depends not only on comprehension skill but also the students experiences and prior knowledge comprehension involves understanding the vocabulary, seeing the relationship among words and concepts, organizing author's purpose, making judgment, and evaluating".

From this point of view, we can say that reading comprehension is important because the students cannot catch the idea of the writer through reading material if the students do not understand what they have read. For this reason, in our country, reading comprehension has become a part of the English teaching. It will enable the students to

comprehend scientific book or other field of studies. In other words, the students can improve their general knowledge.



CHAPTER III

METHODOLOGY AND PROCEDURE

This chapter presents the description about method of the research population and sample, the instrument of research, the procedure of collection data technique of data analysis.

A. Method of the Research

This research applied descriptive method to find out of factors affect on reading comprehension achievement.

B. Population and Sample

1. Population

The population of this research was the third year's students of SMP Negeri 2 Masamba academic 2011/2012 year consist of 54 students.

2. Sample

In this research of SMP Negeri 2 Masamba in this case the researcher used purposive sampling so the sample of this research were 25 students.

C. Instrument of the Research.

In collecting the data the writer used two kinds of instrument. They were an objective test and questionnaire.

1. Reading test

The test was intended to obtain data about the reading comprehension achievements of the third students of SMP Negeri 2 Masamba. This test will be objective test which had 18 items.

2. Questionnaire

The questionnaire was used to obtain information about the factor that affecting the reading comprehension achievement of the third year students of SMP Negeri 2 Masamba. This questionnaire consisted of 13 items.

D. Technique of Data Analysis

The data was collected through the test tabulated and then analyzed in percentage by applying the following formula:

$$P = \frac{Fq}{N} \times 100$$

Where :

P = Percentage of questionnaire

Fq = The Number of Frequency

N = Number of Students

(Sudjana, 2006: 63)

The score of the test was then classified into five which are based on the study recording book of SMP Negeri 2 Masamba standard of evaluation as follows:

1. 81 - 100 as very good
2. 61 - 80 as good
3. 41 - 60 fair
4. 21 - 40 as poor
5. 0 - 20 as very poor

(Depdikbud in Rosmawati Muhmar, 1999: 28)

To discover the mean score, the writer applied the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where: \bar{X} = Mean score

$\sum X$ = Total respondent

N = Total raw score

(Gay, 1981: 298)

This formula was used to know mean score of the achievement in comprehending a passage, while the data taken from the questionnaire was analyzed in percentage of each items. This aim to find out the description of the factors affecting the students in comprehending a

reading passage while the data from questionnaire was discussed descriptively in percentage.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two section. The findings of the research and the discussion of the research findings.

A. The Findings

In the part the writer percents the data description of the student's achievement on reading test and the student response on the quest analyze.

1. The result of the students reading achievement the reading comprehension achievement

Table 1: The Percentage of the Students factor affecting the reading comprehension achievement of SMP Negeri 2 Masamba

No.	Classification	Range	Frequency	Percentage
1.	Very good	81 – 100	6	24%
2.	Good	61 – 80	7	28%
3.	Fair	41 – 60	10	40%
4.	Poor	21 – 40	2	8%
5.	Very poor	20	0	0
Total			25	100%

Table I above shows the highest percentage of the classification is fair that is 40% on 25 students and the lowest percentage is poor that is 8% from 25 students.

The mean score of the students 52.8. The calculation above shows that the mean score of the students of SMP Negeri 2 Masamba in their reading achievement is based on the classification of the score of the students stated above is classified as fair.

The result of factor affecting the reading comprehension achievement according the result finding that most of the students interest about the frequency of English teacher in giving reading assignment.

2. The result of the questionnaire

Table 2 The Students Interest in Learning English

Response	Frequency	Percentage
Very Interested	10	40%
Interested	10	40%
Less Interested	5	20%
Not interested	0	0%
Total	25	100%

The table above shows that there are 10 respondents (40%) who are very interested in learning English. There are 10 respondents

(40%) who are interested in learning English. There are 5 respondents (20%) who are less interested in learning English, and none of them who are not interested in learning English.

Table 3 Factors That Motivated The Students in Learning English

Response	Frequency	Percentage
They like English	5	60%
Suggested by other people	0	0%
Stated in the curriculum	5	20%
Want to talk with toivist	5	20%
Total	25	100%

Table 3 shows that there are 5 respondent (60 %) who study English because they are suggested by other people. There are 5 respondents (20 %) study English because they want to talk with foreigner in the curriculum.

Table 4 The Student Interest of Four Language Skill.

Language skill	Frequency	Percentage
Reading	10	40%
Writing	6	24%
Speaking	4	14%
Listening	5	20%
Total	25	100%

Table 4 above shows that among the 25 respondents there are 6 of them (24%) who prefer writing skill as the most interesting to study. There are 5 respondent (20%) who prefer listening as the most interesting subject to study. The highest percentage is reading which is chosen by 10 respondents (40%) and the lowest percentage is speaking which is followed by 4 respondent (16%).

Table 5. The Students Response Whether They Have English Dictionary or Not.

Response	Frequency	Percentage
Yes	25	100%
No	0	0%
Total	25	100%

From the data above we can see that all of the students of SMP Negeri 2 Masamba have English dictionary.

Table 6. The Students Answer About the Frequency of English Teacher in Giving Reading Assignment

Response	Frequency	Percentage
Always	25	100%
Sometime	0	0%
Rarely	0	0%
Never	0	0%
Total	25	100%

Based on the table above, it can be seen that all of the respondents (100%) say that they always get reading assignment.

Table 7. The Frequency of the Students in Doing Reading Assignment.

Response	Frequency	Percentage
Always	3	12%
Sometime	2	8%
Rarely	10	40%
Never	10	40%
Total	25	100%

From the data in the table above, it can be seen that the students' effort in doing the assignment is low. Among 25 students only 3 students (12%) who always do the assignment. The other 2 students (8%) state that they sometime do the assignment. Then 10 students (40%) who rarely do the assignment. And the last 10 students (40%) said that they never do their assignment.

Table 8. The Students' Responden towards English Reading Assignment

Response	Frequency	Percentage
Very difficult	5	20%
Difficult	8	30%
Easy	5	20%
Very easy	8	30%
Total	25	100%

From the table above, it can be seen that there are 5 respondent (20%) said the reading assignment. That given by their teacher is very difficult. Also, there are 8 students say that the English assignment is difficult (30%). 20% or about 5 students said that reading assignment is easy and the last 8 students (30%) said that reading assignment is very easy.

Table 9. The Student's Response toward the Frequency of Understanding the Teacher Explanation

Response	Frequency	Percentage
Always	20	80%
Sometime	5	20%
Ravely	0	0%
Never	0	0%
Total	25	100%

Table 9 above indicates frequency of students understanding when their English teacher give an explanation. There are 20 students (80%) who say that they always understand the teacher explanation none of than problem with their teacher's

Table 10. The Frequency of the Students in Asking Question Related To Reading Subject

Response	Frequency	Percentage
Always	5	20%
Sometime	5	20%
Ravely	5	20%
Never	10	40%
Total	25	100%

The frequency of students asking related to the reading material can be seen in the table above that from 25 students, only 5 of them said that they always ask question on reading class. Five students (20%) say that they sometime asking question and the last 10 or the largest number of the students said that they never asking.

Table 11 Amount of Time Spend by the Students For Reading Practice Per Day

Response	Frequency	Percentage
0 – 1 hours/day	23	92%
1 – 2 hours/day	1	4%
2 – 3 hours/day	1	4%
3 – 4 hours/day	0	0%
Total	25	100%

From table 11 above we can see that most of the students (92%) spend around one hour for reading 1 student spends around two hours and 1 student spends around three hours per day.

Table 12 The Frequency of the Students in Reading Book in The Library

Response	Frequency	Percentage
Always	1	4%
Sometime	2	8%
Rarely	20	80%
Never	2	8%
Total	25	100%

The frequency of the students in reading English book in the library can be seen in the table above. Among 25 students only 1 of them (4%) who always comes to the library for reading English book. Two of them state that they sometimes read English book in the library. There are 20 students (80%) who said that they rarely read English book in library. The rest, there are 2 students (8%) said that they never read English Book in the library.

Table 13 Factors That Hampers the Students in Reading

Response	Frequency	Percentage
Lack of vocabulary	10	40%
Lack of grammar	5	20%
Lack of grammar/vocabulary	10	40%
Lack of reading book/dictionary	-	0%
Total	25	100%

In the table above 10 students (40%) and this is the lithest percentage that hampering the students in reading lack of grammar and vocabulary. There are 10 students (40%) who lack of vocabulary and students (20%). Who lack of grammar and none of them who are not problem lack reading book/dictionary.

Table 14 Source That The Students Consult With in Solving Problem Related to Reading to Reading Material.

Response	Frequency	Percentage
Teacher	5	20%
Friend	10	40%
Study him self	5	20%
Do nothing	2	20%
Total	25	100%

Based on the lack above it can be seen that most of students, 10 students (40%) prefer asking their teacher. Only 5 students (20%)

who ask their teacher five students (20%) do nothing if they have a problem related to reading material.

B. Discussion

In this section the writer discusses the findings of the result of the data analysis in respect to the scope of this research.

1. Factor affecting the students' achievement in reading comprehension.

- a. The students' motivation in learning English. The data in table 3 shows that the interest of the students in learning English are high. But this high interest not support by good motivation. Among 25 students only 5 (60%) students who want to study English because they really likes English. The rest of them study English because they students (20%) study English because English is stated in the curriculum, and the last 5 students (20%) study English because they want to talk with foreigners.
- b. Lack of practice. Table 6 indicates that their English teacher always gives them reading assignment but this good change to improve their reading skill is not followed by high effort to do assignment. As shows in table 7, most of the students did not any do the assignment. Besides, the frequency of the students did in reading

English book in the library is low. It can be seen on table 12, most of the students (20 students or 80%) said that they are rarely read English book in the library. Only on students (4%) who always read English book in the library.

- c. The students' basic assumption about reading from the data analysis it can be concluded the most of the students assumed that reading is not an important subject of study. It can be seen in table 3 that among 25 students, only 7 of them (17.5%) who said that English as the most important subject to study.

2. The students achievement in reading test

The data shows that the third year students of SMP Negeri 2 Masamba have fair achievement in reading comprehension. Among 25 respondents, there are 6 (24%) of them two obtain very good score, and seven of them (28%) obtain good score. Most of them (10 respondents or 40%) fair score. Two of them have poor score and the last none students have very bad score.

The calculation of data shows that the mean score of the students is 52. So it can be concluded that reading achievement of the third years students of SMP Negeri 2 Masamba is fair. Factors that affecting this achievement will be discussed in the next part.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts, namely the conclusion based on the result of data analysis and discussion and the suggestion made for further study.

A. Conclusion

1. The students SMP Negeri 2 Masamba have low achievement in reading comprehension.
2. The reading comprehension of SMP Negeri 2 Masamba is affected by the following factors
 - a. The students' motivation in learning English.
 - b. The students' perception in reading, the students' frequency to practice and do the English reading assignment, effort of the students outside the class room related to English reading and teachers performance and qualities.

B. Suggestion

1. The teacher should motivate to give explanation about the important of reading as well as the other language skill.
2. The teacher should give more chance and guidance to practice reading in the class.

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Appendix I

TES PEMAHAMAN BACAAN UNTUK SISWA KELAS IX-2 SMP NEGERI 2 MASAMBA

I. Reading Text

A SIMPLE ELECTRIC BELL

A simple electric bell consists of an electromagnet, a striker, a bell, a battery, and two wires, key, clapper, bottom, coil. An electro-magnet consists of a piece of iron with a wire coil round it. The soft iron becomes a magnet when an electric current flows through the wire.

When you push the button at the front door, an electric current flows along the wires. This causes the soft iron to become a magnet and the magnet attracts the striker. At the same time, the striker hits the bell.

As the striker hits bell, this makes the switch contact open and stop the flow of electric current through the electro-magnet. As the electric current doesn't flows along the wires, the core demagnetized magnet doesn't attract the striker anymore. The striker goes back to its first position. At the same time, this makes this switch contact close and the electric current flows through the electro-magnet again. And again the magnet attracts the striker. This causes the striker to hit the bell again. This all happens repeatedly and very quickly. The bell will continue to ring until you release the button.

OPERATIONAL WORDS

Striker	=	Pemukul
Wire	=	Kawat
Soft iron	=	besi lunak
Coil	=	lilitan / gulungan
Pust	=	menekan
Button	=	tombol
Front	=	depan
Cause	=	mengakibatkan
Attract	=	menarik
At the same time	=	pada saat yang sama
Hit	=	memukul
As	=	pada saat
Switch contact	=	saklar kontak
Close	=	tertutup
Happen	=	terjadi
Repeatedly	=	berulang-ulang
Release	=	melepaskan

II. Comprehension

A. Answer the following questions

1. what does an electric bell consist of ?
2. what does an electric bell consist of ?
3. how does an electric-magnet consist of ?
4. why does the soft iron become a magnet ?
5. when does the soft iron become a magnet ?
6. what happens to the switch contact when the striker hits the bell?
7. why does the magnet release the striker ?
8. how does the electric current flow to electro-magnet ?
9. which part of the electric bell switches off and on the electric current very quickly ?

B. Arrange the sentence in the box to show the right sequence of the working of the electric bell.

- | |
|---|
| <p>The striker switches off the current</p> <p>The magnet attracts the striker</p> <p>The soft iron becomes a magnet</p> <p>An electric current flows through the wires</p> <p>The striker switches on the current again</p> <p>The magnet releases the striker</p> <p>The striker hits the bell for the second time</p> <p>The magnet attracts the striker again</p> <p>The striker hits the bell.</p> |
|---|

We press the button

1. an electric current flows through the wires

2.

3.

4.

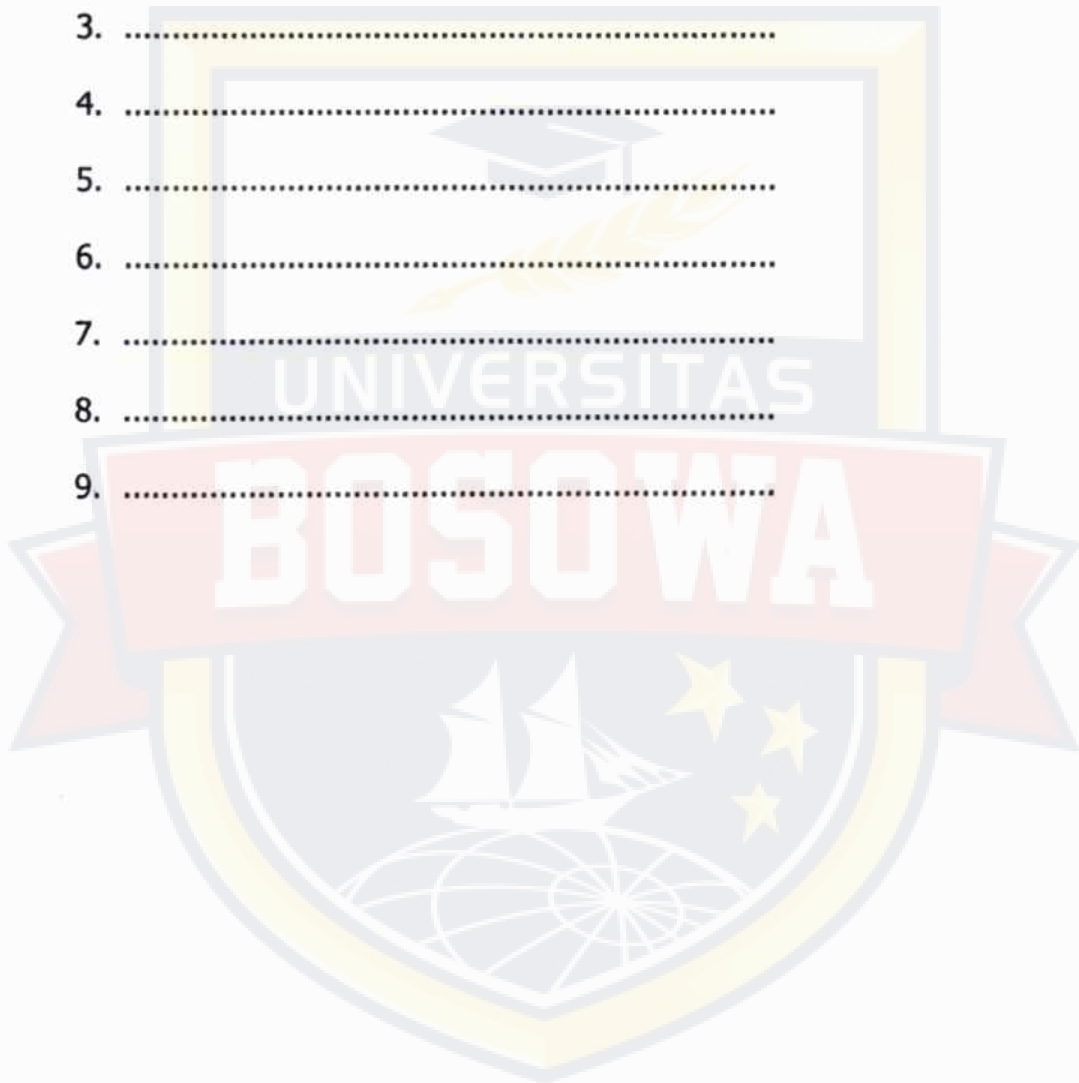
5.

6.

7.

8.

9.



Appendix II**ANGKET BAGI SISWA**

Keterangan :

Daftar pertanyaan ini bertujuan untuk mengumpulkan data tentang hal-hal yang dianggap dapat mempengaruhi keterampilan dalam memahami suatu bacaan. Untuk itulah anda sangat diharapkan memberikan jawaban yang sejujurnya-jujurnya dan sungguh-sungguh untuk memperoleh hasil penelitian yang seobjektif mungkin. Ketulusan dan kesungguhan anda sangat menentukan keberhasilan penelitian ini.

Atas perhatian dan kesediaan saudara diucapkan terima kasih.

Petunjuk :

1. Jawablah pertanyaan-pertanyaan berikut dengan memberi tanda (x) pada huruf dalam di depan jawaban yang sesuai, atau mengisi titik-titik tersedia.
2. Pertanyaan yang belum dimengerti, dapat anda tanyakan kepada peneliti.

Pertanyaan :

1. Apakah anda senang belajar bahasa Inggris ?
 - a. Sangat senang
 - b. Senang
 - c. Kurang senang
 - d. Tidak senang

2. Apakah yang mendorong anda mempelajari Bahasa Inggris ?
 - a. Karena kemauan saya sendiri.
 - b. Karena didorong oleh orang lain.
 - c. Karena kebetulan diajarkan.
 - d. (nyatakan).
3. Dari empat keterampilan berbahasa, yang manakah yang paling anda senangi ?
 - a. Reading (membaca)
 - b. Writing (menulis)
 - c. Speaking (Berbicara)
 - d. Listening (mendengarkan)
4. Apakah kamu sering menggunakan kamus ketika membaca bacaan bahasa Inggris ?
 - a. Sering
 - b. Kadang-kadang
 - c. Jarang
 - d. Tidak pernah
5. Apakah guru anda sering memberikan tugas-tugas reading ?
 - a. Sering
 - b. Kadang-kadang
 - c. Jarang
 - d. Tidak pernah
6. Apakah anda sering mengerjakan tugas-tugas reading yang diberikan oleh guru ?
 - a. Sering
 - b. Kadang-kadang
 - c. Jarang
 - d. Tidak pernah

7. Bagaimana tanggapan Anda tentang tugas-tugas yang diberikan ?
- a. Sangat sukar
 - b. Sukar
 - c. Mudah
 - d. Sangat mudah
8. Apakah anda selalu mengerti dengan pelajaran yang diberikan oleh guru ?
- a. Sering
 - b. Kadang-kadang
 - c. Jarang
 - d. Tidak pernah
9. Apakah Anda selalu bertanya kalau ada materi reading yang Anda tidak ketahui ?
- a. Sering
 - b. Kadang-kadang
 - c. Jarang
 - d. Tidak pernah
10. Berapa jam Anda butuhkan dalam mengulangi materi reading dalam sehari ?
- a. 0 - 1 jam sehari
 - b. 1 - 2 jam sehari
 - c. 2 - 3 jam sehari
 - d. Diatas 3 jam sehari
11. Apakah Anda pernah masuk perpustakaan untuk membaca buku bahasa Inggris ?
- a. Sering
 - b. Kadang-kadang
 - c. Jarang
 - d. Tidak pernah

12. Menurut Anda, faktor apa yang menyebabkan anda mengalami kesulitan dalam memahami bacaan bahasa Inggris ?

- a. Kurangnya Vocabulary (kosa kata)
- b. Kurangnya grammar (tata bahasa)
- c. Kurangnya vocabulary dan grammar
- d. (sebutkan)

13. Sumber manakah yang paling membantu Anda selama ini dalam memahami materi bahasa Inggris (terutama reading)

- a. Guru
- b. Teman
- c. Belajar sendiri
- d. Semua pilihan

14. Jika anda membaca bacaan berbahasa Inggris, apakah anda mengeraskan suara serta memikirkan arti setiap kata yang diucapkan ?

- a. Sering
- b. kadang-kadang
- c. Jarang
- d. Tidak pernah

15. Jika saya membaca bacaan berbahasa Inggris saya tidak perlu memahami isinya secara mendetail, melainkan hanya garis-garis besarnya saja ?

- a. Sangat setuju
- b. Setuju
- c. Kurang setuju
- d. Sangat tidak setuju

16. Menurut saya membaca bacaan berbahasa Inggris tidak penting untuk dipelajari ?

- a. Sangat setuju
- b. Setuju
- c. Kurang setuju
- d. Sangat tidak setuju

17. Menurut saya jika membaca tes bahasa Inggris dapat memperbanyak perbendaharaan kata ?

- a. Sangat setuju
- b. Setuju
- c. Kurang setuju
- d. Sangat tidak setuju

18. Saya kurang mengerti tentang tata bahasa atau struktur kalimat yang ada dalam bacaan sehingga mempersulit saya untuk memahami dan menceritakan kembali isi bacaan ?

- a. Sangat setuju
- b. Setuju
- c. Kurang setuju
- d. Sangat tidak setuju

19. Jika anda sering membaca bacaan bahasa Inggris apakah pengetahuan anda dapat bertambah dalam belajar bahasa Inggris ?

- a. Ya
- b. Tidak

20. Apakah anda senang jika guru menyuruh anda membaca bacaan yang berbahasa Inggris ?

- a. Sangat senang
- b. Senang
- c. Kurang senang
- d. Tidak senang

Appendix III

TABLE SCORE OF THE STUDENT ACHIEVEMENT ON READING TEST

STUDENT NUMBER	SCORE
1	70
2	17
3	76
4	35
5	64
6	47
7	100
8	88
9	41
10	47
11	82
12	23
13	70
14	82
15	82
16	35
17	35
18	47
19	35
20	52
21	47
22	41
23	29
24	41
25	35
Total	$\sum X = 1321$

The mean score

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{1321}{25} \\ &= 52.84\end{aligned}$$

Appendix IV**DISTRIBUTION OF THE STUDENT ANSWER OF EACH THEM
OF THE QUESTIONNAIRE**

ITEM	ANSWER CATEGORY			
	A	B	C	D
1	6	10	4	0
2	12	3	5	0
3	10	6	2	2
4	3	5	2	0
5	20	0	0	0
6	3	5	5	5
7	6	4	6	4
8	13	7	0	0
9	3	3	4	10
10	9	1	10	0
11	1	2	14	3
12	7	3	10	0
13	5	10	3	2
14	3	11	5	1
15	6	5	5	4
16	0	4	10	6
17	3	11	6	0
18	0	12	7	1
19	12	2	6	0
20	6	13	1	0
21	6	10	4	0
22	3	5	12	0
23	6	4	6	4
24	7	3	10	0
25	6	5	5	4