

**THE INFLUENCE OF STUDENTS' PERCEPTION ABOUT
ENGLISH TEXT COMPREHENSIBILITY TOWARD THEIR
READING COMPREHENSION SKILL**

**(A Case Study of the Second Year Students of SMUN 3 Brebes
in the Academic Year 2003-2004)**

THESIS

Submitted to the Board of Examiner in Partial Fulfillment of the Requirements for
the Degree of Sarjana Pendidikan Islam (S. Pd. I)

In the English and Education Department



by :

ANNIS PRIMADANI

113 00 009

**ENGLISH DEPARTMENT OF ISLAMIC EDUCATIONAL FACULTY
STATE ISLAMIC STUDIES INSTITUTE
(STAIN) SALATIGA
2004**



DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA
Jl. Tentara Pelajar 02 Telp.(0298) 323706,323433 Fax323433 Salatiga 50721
Website : www.stainsalatiga.ac.id E-mail : administrasi@stainsalatiga.ac.id

DEKLARASI

Bismillahirrahmanirrahim

Dengan penuh kejujuran dan tanggung jawab, peneliti menyatakan bahwa skripsi ini tidak berisi materi yang pernah ditulis oleh orang lain atau pernah diterbitkan. Demikian juga skripsi ini tidak berisi satupun pikiran-pikiran orang lain, kecuali informasi yang terdapat dalam referensi yang dijadikan bahan rujukan.

Apabila di kemudian hari ternyata terdapat materi atau pikiran-pikiran orang lain di luar referensi yang peneliti cantumkan, maka peneliti sanggup mempertanggungjawabkan kembali keaslian skripsi ini di hadapan sidang munaqosyah skripsi.

Demikian deklarasi ini dibuat oleh peneliti untuk dapat dimaklumi.

Salatiga , 24 Agustus 2004

Peneliti

ANNIS PRIMADANI
NIM : 113 00 009

Drs. Saadi, M. Ag.
The Lecturer of Educational Faculty
State Islamic Studies Institute Salatiga

ATTENTIVE COUNSELOR NOTES

Salatiga, August 20th 2004

Case : Annis Primadani's Thesis

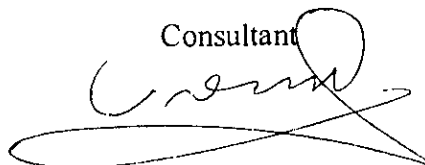
Dear,
The Rector of State Islamic
Studies Institute Salatiga

Assalamu'alaikum Wr. Wb.

After reading and correcting Annis Primadani's thesis entitled
**"THE INFLUENCE OF SUDENTS' PERCEPTION ABOUT
ENGLISH TEXT COMPREHENSIBILITY TOWARD THEIR
READING COMPREHENSION SKILL (A Case Study of Second
Year of SMU N 3 Brebes in The Academic Year 2003/2004)"**,
I have decided and would like to propose that if could be accepted by
the educational faculty, I hope it could be examined as soon as
possible.

Wassalamu'alaikum Wr. Wb.

Consultant



Drs. Saadi, M. Ag.
NIP : 150 256 821



**DEPARTMENT OF RELIGIOUS AFFAIRS
STATE ISLAMIC STUDIES INSTITUTE
SALATIGA**

Jl. Stadion 03 Phone (0298) 323706 salatiga 50721

STATEMENT OF CERTIFICATION

**THE INFLUENCE OF STUDENTS' PERCEPTION ABOUT ENGLISH TEXT
COMPREHENSIBILITY TOWARD THEIR READING COMPREHENSION SKILL**

**(A Case Study of The Second Year Students of SMUN 3 Brebes
In The Academic Of Year 2003-2004)**

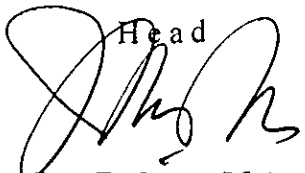
ANNIS PRIMADANI

113 00 009

Has been brought to the board of examiners in August 30th 2004M / Rajab 14th 1425H, and hereby considered to completely fulfilled the requirement of the Degree of Sarjana in the English Departement of Educational Faculty.

Salatiga, August 30th, 2004 M
Rajab 14th, 1425 H

Board Examiners

Head


Drs. Badwan, M. Ag.
NIP. 150 198 743

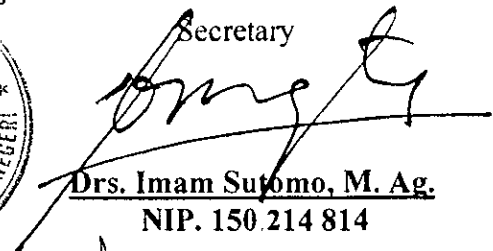
1st Examiner



Dra. Woro Retnaningsih, M. Pd.
NIP. 150 262 646

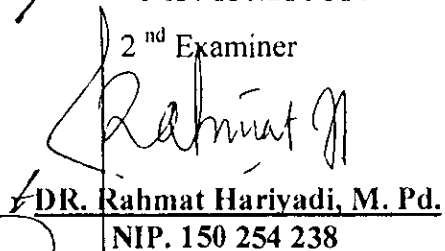


Secretary



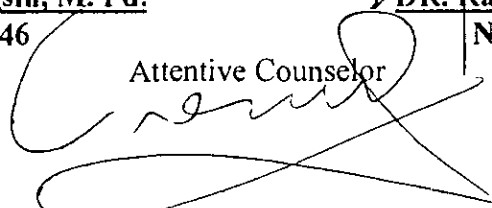
Drs. Imam Sutomo, M. Ag.
NIP. 150.214 814

2nd Examiner



DR. Rahmat Hariyadi, M. Pd.
NIP. 150 254 238

Attentive Counselor



Drs. Sa'adi, M. Ag.
NIP. 150 526 821

MOTTO

"The one way to really learn something is to try to teach it to others. The learner who becomes a teacher in turn becomes a better learners".

(Sandra J. Savignon)

"If you give a man a fish, he will have a single meal. If you teach him to fish, he will give all his life".

(Kuantzu)

DEDICATION

1. My dearest papa, mama
2. My brothers Hannif, Bintang
3. My sweet heart Yoga Prasetyo
4. Papi, mami

ACKNOWLEDGEMENT

I have experienced unforgettable moments during my study in the English Department, hearth breaking, soultormenting memories I wish to leave behind have come my way, but many pleasant memories I wist to always remember have lightened up my days and nights. The people who I have met here have also contributed much to this success.

Forever and more, I am so grateful to Almighty Allah SWT. The one and only qiyamuhu binafsihi who helps me out and guides me when I am lost, recharged me when I am weak, lead me to the path everytime I am of the road. Sending my warm wishes to the last messenger prophet Muhammad SAW, who also has the biggest part in the finishing this thesis. If I could turn back to the time I would ask you to be my examiner.

However, this success would not be achieved without the support, guidance, advice help and encouragement from individuals and institutions, And I somehow realize that this an appropriate moment for me to deepest gratitude for :

1. Mr. Drs. Badwan, M. Ag, as a rector of State Islamic Studies (STAIN) of Salatiga, that his leadership is able to develop the State Islamic Studies (STAIN) Salatiga.
2. Mr. Sa'adi, M. Ag., as a chief of English Department and as consultant who gives the advice, suggestion and guidance parentally during arranging this thesis.

3. Mr. Sri Lahir, M. Pd., as head master of SMAN 3 Brebes, who has permitted to take the research in the school and for all of teachers and staff who have help her research.
4. Papa, mama for their love, patience, trust, encouragement, support and prayer through out the frustrating moments in writing this thesis, I could not imagine how I replay if back to you guys. Hoping someday I could be the one that you need and want. For my brother Hannif, Bintang, for there love, funniest and give me support and colorful in my days, I love them much.
5. My beloved Yoga Prasetyo for your love, patience, trust, support and prayer you are inspiration, because of you I have motivated to finish my thesis and be with you my live is colorful. And I hope you are the one I share my live with, I know I love you all my live and I promise "I will always positive thinking". Thanks for loving me. Mami, Papi, thanks for their love, attention, trust and support to finish my study.
6. Istiqomah – KMP and family for their love, attention, support advice, you are very best friend for me. If I could turn back to the time I would ask you to be my best friend again. I will always remember the big family of Palagan.
7. My second family in Salatiga, Eva "bunda" thanks for your attention, advice, and support (ojo nesu-nesu meneh yo!), Egi (Selamat Pagi Indonesia, thank's for Jamu-ne, keep ngapax2 forever), Kapt. Grag Greg (titip denok yo, aku gak ngino lho!), Arisanto "Hong Suastiastu", Pandu "Keep you sweet Sephia", Sinyo Adit, thank for your attention, care, I am sorry I cant reply it back to

you guys (PGRI tetap menjadi bintang di langit). Nia and Anggi (mama cantik to ?). Bapak, Ibu Sanjaya thanks for all, Tree (awas keloid lho!). Bravo mama!.

8. My friends Ida, Mimin, Nunung, bue' Hutari, Taqin (aku wes ra' sembrono), Rining, Cheetoos, Gendut, W 2 N, thanks for their support and help.
9. My Osla friends, Ema, Ike, Rika, Joledot, Andi streez thanks for crazy. Mas Ajie and mas Aris Riz-Q comp thanks for your help (jagalah hati jangan kau nodai, jagalah hati lentera hidup ini, bila hati kian bersih, pikiran jadi jernih, prestasi mudah diraih, iman but imrone gak usah!).

Finally, this thesis is expected to be able provide useful knowledge to the readers. And the writer is very leased to accept more suggestions and contributions from the reader for the improvement of the thesis.

Salatiga, 18 of August 2004

The Writer

Annis Primadani

TABLE OF CONTENT

Title	i
Attentive Counselor Notes	ii
Page of Certification	iii
Dedication	iv
Motto	v
Acknowledgement	vi
Table of Content	vii
CHAPTER I INTRODUCTION	
A. Background of The Problem	1
B. The Identification of the Problem	2
C. The Limitation of the Study	3
D. The Statement of the Problem	4
E. The Objective of the Study.....	4
F. The Significance of the Study	4
G. Hypothesis	5
H. Research Methodology	6
I. Thesis Organization	10
CHAPTER II UNDERLYING THEORIES OF READING	
A. The Definition of Reading	12
B. The Purpose of Reading	14
C. The Strategies of Reading	16

	D. The Definition of Reading	17
	E. Levels of Reading	18
	F. Techniques For Improving Comprehension	20
	G. Measurement of Reading Comprehension	21
	H. The Definition of Text Comprehensibility	23
	I. Students' Perception of English Text Comprehensibility	24
CHAPTER III	RESEARCH METHODOLOGY	
	A. Types of Research	26
	B. Subject of Research	26
	C. The Technique Data Collection	28
	D. General Description of SMUN 3 Brebes	30
	E. Variable of the Data	35
	F. Data Presentation	36
	G. Data Analysis	41
	H. Statistical Hypothesis	46
CHAPTER IV	DATA ANALYSIS	
	A. Data Analysis	47
	B. Hypothetical Analysis	58
	C. Review on The Research Result	59
CHAPTER V	CLOSURE	
	A. Conclusion	61
	B. Suggestion	62

CHAPTER I

INTRODUCTION

A. The Background of the Problem

The goal of the 1994 curriculum in Teaching Learning English is to develop student English communication skills, which consist of reading, listening, writing and speaking. One of the foreign language skills, namely reading, is essential for Senior High School curriculum. The teacher prepares the students to study the subject in higher education or university to enlarge their knowledge.

It is reasonable that the teaching of English, especially in Senior High School, in this case in reading skill, such as scanning, skimming, extensive reading and intensive reading,¹ because having a good English reading ability will help the students understand any books written in English.

However, it is far from our expectation that Senior High School students still find some difficulties in English comprehension. Since the essence or basic objective of reading is comprehension,² it is important to know what factors that may influence students' reading ability. Textbooks or text have their own levels

¹ Stephen D, Krashen and Tracy D. Terrel, *The natural Approach*, Englewood Cliffs, N. J. Prentice-Hall, 1982. P. 134

² Smith Frank, *Understanding Reading : A Linguistic Analysis of Reading and Learning*, New York : Holt, Rinehart and Winston, 1971, P. 164

of difficulty according to readers' ability. One important factor that may influence reading skill is text comprehensibility level. Students' perception of the English text comprehensibility may also and possibly influence their reading comprehension skill. Teachers have a role to choose texts for students based on their own text comprehensibility levels.

Based on the explanation above, the writer is interested in conducting a research on "The Influence of Students' Perception about English Text Comprehensibility toward their Reading Comprehension skill at the second year students of SMU N 3 Brebes in the academic year 2003 –2004".

B. The Identification of the Problem

Reading is a most important activity in a large class, not only as a source of information and pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language³. Sometimes after reading a text, a student does not know what topic of the text is. Students are unable to understand the paragraph he has read. To understand a paragraph, students must have appropriate meaning for key words without looking up every word. Not only he should understand the key words but also he should understand the meaning of all words and their relationship within paragraph. So students reading comprehension

³ Wilga M. Rivers, *Teaching Foreign Language*, 2nd ed, Chicago, University of Chicago Press, 1981, P. 259

problem with the paragraph involves some closely related phenomena, student lacks prior knowledge such as:⁴

1. Word recognition
2. New word recognition
3. The language system
 - a. Vocabulary and structure
 - b. Vocabulary and sound system
 - c. Vocabulary and spelling
4. Others factors
 - a. Students
 - b. The teacher

Due to above explanations, linguistic factors (word recognition, new word recognition, and the language system) nonlinguistic factors (the student and the teacher) have big potential disturbing text comprehension. Comprehensibility also has a close relationship with the text level difficulties. Therefore, comprehensibility is quite important in reading success.

C. The Limitation of the Study

Because there are many factors that influence students on reading comprehension, it is impossible for the writer study all factors. The writer only takes one factor in the reading comprehension that is comprehensibility. The

⁴ Dallmann Martha, et.al., *The Teaching of Reading*, 6thed, New York: Holt, Rinehart, Winston, 1972, P.25

writer limits the analysis on the influence of students' perception about English text comprehensibility toward their reading comprehension skill.

D. The Formulation of the Problem

The problem in this research are formulated as follows:

1. How is the profile students' perception of English text comprehensibility ?
2. How is the profile of students' skill of reading comprehension ?
3. Is there any students' perception of English text comprehensibility influence their reading comprehension skill?

E. The Objective of the Study

Based on the mentioned above problems, the objective of the research as described as follows:

1. To find the profile of students' perception of English text comprehensibility.
2. To find the profile of students' reading comprehension skill through comprehensible text.
3. To prove whether the students' perception of English text comprehensibility influence their reading comprehension skill.

F. The Significance of the Study

The significance of the research are:

1. To the teacher

Teachers are expected to be able to prepare the appropriate texts for their students.

2. To the students

Students are expected to be able to comprehend text. They should also be able to solve the difficulties that may arise in comprehending text.

G. Hypothesis

Hypothesis is a predicted answer of the research problem until it is proofed with data.⁵ This research is an analysis research and belongs to quantitative research. In a quantitative research, researcher makes hypothesis as an expected answer of the problem above.

From the explanation above the writer is going to formulate the following theoretical hypothesis as follows:

1. The students' perception about English text comprehensibility is significant.
2. The students' skill of reading comprehension is significant.
3. There is a significant correlation between students' perception about English text comprehensibility toward their reading comprehension skill.

⁵ Arikunto, Suharsimi, *Prosedur Penelitian : Suatu Pendekatan Praktek*, Rineka Cipta, Jakarta, 1993, P. 102

H. Research Methodology

This research is the domain of quantitative research. In order to conduct the research, the writer takes a certain procedure covering:

1. Data Sources

a. Population

Population is the whole subject of the research.⁶ The population of the research is the second year students of SMU N 3 Brebes, they are 374 students in number.

b. Sample

According to Suharsimi Arikunto in her book entitled *Prosedur Penelitian Praktek* says that. "Untuk sekedar ancer-ancer maka apabila subyeknya kurang dari 100, lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi. Selanjutnya jika jumlah subjeknya besar dapat diambil antara 10-15 %, atau 20-25 % atau lebih".⁷ In SMUN 3 Brebes there are 374 in, the second class, the writer took 42 students as her sample. So the research can be called as random sampling.

c. Sampling

Sampling is a way or a technique used to take sample. Here, the writer uses random sampling, which is a possible sample for each unit where each population sample has the same opportunity to be the sample of

⁶ *Ibid.*, P. 102

⁷ *Ibid.*, P. 107

research.⁸ In applying random sampling, the writer takes several students as the sample. Thus, the writer conducts this random sampling technique because every member has an equal chance to be selected.

There are the steps picked out:

- 1) Determining the number of sample.
- 2) Making the lottery number of all class.
- 3) Taking notes the name of the class holding determined number.

As a matter of fact, the condition of the students' selected to be sample is good. They have relatively the same age and their knowledge of English is relatively homogenous. The writer gets 42 students as a sample.

2. Method of collecting data

To obtain the data, the writer uses test as main method, and then interview and documentation are used to support the data:

a. Test

Test is utilized as in instrument of collecting data. Test method is a way of obtaining the data giving a number of items to be done by the test. In this research, the writer uses multiple choice for questionnaire and for reading comprehension skill test. Students are asked to answer the questions. This is used to know the influence of students'

⁸ Ali Muhammad, *Penelitian Kependidikan Prosedur dan Strategi*, Angkasa, Bandung, P. 61

perception about English text comprehensibility toward their reading comprehension skill.

b. Interview

Interview is a method of data collecting by a systematic interviewing and based on the object of the research.⁹ Here, the writer asks the English teacher of second class to know the condition of the second year students in obtaining the more accurate data.

c. Documentation

Documentation is finding data about variables in notes, book transcript, newspaper, magazine, meeting note, agenda, larger and so on.¹⁰ This method is used as a technique to know the condition of teachers, officers, students, and location of school. The source of this data is case, books, and textbooks of students or other books in SMU N 3 Brebes.

3. Data Analysis

To calculate the data obtained, the writer uses formula as follows:

- a. Calculation of the score of students' perception English text comprehensibility by using the following formula

$$P = \frac{\sum x}{N \times 100} \times 100 \%$$

Explanation:

P = the score obtained

⁹ Hadi, Sutrisno, *Methodology Research II*, Yogyakarta, 1995, P.193

¹⁰ Arikunto, Suharsimi, *Op.Cit.*, P.202

$\sum x$ = the sum of score x

N = sample

- b. Calculating the score of reading comprehension skill using formula :

$$P = \frac{\sum y}{N \times 100} \times 100\%$$

Explanation:

P = the score obtained

$\sum y$ = the sum of score y

N = sample

- c. Calculating the score of students' perception about English text comprehensibility toward their reading comprehension skill. Here, the writer uses product moment as follows :

$$r_{xy} = \frac{\sum xy - \frac{(\sum x)(\sum y)}{n}}{\sqrt{\left(\sum x^2 - \frac{(\sum x)^2}{n}\right)\left(\sum y^2 - \frac{(\sum y)^2}{n}\right)}}$$

Explanation:

r_{xy} = Coefficient correlation between x and y

$\sum x$ = The sum of score of variable x

$\sum y$ = The sum of score of variable y

$\sum xy$ = The sum of multiple score of x and y

$\sum x^2$ = The sum of score of x squared

Σy^2 = The sum of score of y squared

n = Number of respondent

I. Thesis Organization

In order to have guidance for either writer in writing the thesis or reader on the whole content of the thesis, the writer needs to set up the organization of thesis writing as follow:

Chapter I : Introduction

It is consists of: background of the problem, the identification of the problem, limitation of the study, formulation of the problem, the objective of the study, the significance of the study, methodology, data analysis, hypothesis, and thesis organization.

Chapter II : The Underlying Theories

In this chapter, the writer presents some related theories, definition of reading, purpose of reading, technique of reading, definition of reading comprehension, levels of comprehension, techniques for improving comprehension, definition of text comprehensibility, the measurements of comprehension, and students' perception of English text comprehensibility.

Chapter III : Research Methodology

Consist of type of the research population and sample of the research, variable of the research, techniques of collecting data, techniques of data analysis.

Chapter IV : Research Findings

In this chapter the writer will presents the data, data analysis and discussion of the fending.

Chapter V : Closure

Here the writer draws the conclusions and proposes suggestions taken from result of research.

The last part is bibliography and appendix.

CHAPTER II

UNDERLYING THEORIES OF READING

A. The Definition Of Reading

The 1994 curriculum of English for Senior High School says that reading is one of the language skills, which should be emphasized in teaching learning English. Many definitions and explanations of reading have been proposed, some complementary to another, others contradictory. Because complexity of the reading process and because of reading process and because of reading act, it is not strange that they are numerous.

In accordance with Dra. Edithia G. Simanjuntak, defines, reading is the meaningful interpretation of printed or written verbal symbols.¹ It means that reading is a result of the interaction between perception of graphic symbols that represent language and the reader's language skills, cognitive skills, and the knowledge of the world.

Wilga M. Rivers states, reading is a most important activity in a language class, not only as a source of information and pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language.²

¹Edithia Simanjuntak G., *Developing Reading Skills for EFL Students*, Depdikbud, Jakarta, 1988, P.14

²Wilga M. Rivers, *Teaching Foreign Language*, 2nd ed, Chicago, university of Chicago press, 1981, p. 259

In accordance with Dra. Edithia G Simanjuntak, Mark A. Clark and Sandra Silberstein state, reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning.³ Reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge, and comprehension of the information and ideas communicated. It means that when a reader interacts with printed text, his prior knowledge combined with and; the visual (written) information results in his comprehending the message.

Shah Mahmoud states, reading is ability to comprehend, not simply to recognize letters, forms, and symbols.⁴ It means that without comprehension, reading may prove to be almost useless.

In accordance with Martha Dallmann, Dannie Hittelman defines, reading is a verbal process interrelated with thinking and with all other communication abilities such as listening, speaking, and writing. Specifically, reading is the process of reconstructing from the printed patterns on the page of the ideas and information intended by author.⁵

³Simanjuntak G . Edithia, *op.cit.*, p. 15

⁴Mahmoud Shah, *Research and Writing*, USA, Butterway Publications, White Hall, Virginia, 1992. P.102

⁵Dallmann Martha, et.al., *The Teaching of Reading*, 6th ed, New York: Holt, Rinehart, and Winston, 1972, P,22

B. The Purpose of Reading

Shah Mahmoud states that the purposes of reading are:⁶

1. Reading for specific information

Reading for specific information is a common form of reading used to discover specific or limited information.

2. Reading for application

Reading for application is used to accomplish a special task.

3. Reading for pleasure and entertainment

It includes reading popular magazines, newspapers, novels, and other similar material.

4. Reading for ideas

The type of reading that requires paying special attention to main ideas and concepts and the nature of the presented information. The reader skims through major topics, headings, illustrations, and conclusions in order to obtain a general idea of the content. Reading for specific ideas is enhanced through familiarity with the overall knowledge of the subject.

5. Reading for understanding

It requires comprehension of the relationship between the information introduced and overall knowledge of the subject. Then, it requires understanding the relationship of topics to sentences, paragraphs and the main ideas. The reader must observe the associations between facts, data, and other details.

⁶Mahmoud Shah, *op. cit.*, p.103

According to Francis, a quick survey of headings and summaries before starting to read will give an orientation that speed up reading and aid retention, and question before starting each section also helped reading, and very rapid forgetting that is so typical after reading can be markedly slowed by the simple expedient of forcing oneself to recite from memory after reading.⁷

SQ3R is useful formula for reading. It stands for words: Survey, Question, Read, Recite, Review, a description of each of these steps is given below.⁸

1. Survey

Glance over the headings in the chapter to see the few big points that will be developed. Also read the final summary paragraph if the paragraph has one. This survey should not take more than a minute and will show the three to six core ideas around which the discussion will cluster.

2. Question

Turn the first heading into a question. This will arouse your curiosity and thereby increase comprehension. The question also will make important points stand out the same time that explanatory detail is recognized as such.

⁷Robinson P. Francis, *Effective Study*, 4th ed, Harper and Row, New York, 1970, P. 32

⁸*Ibid.*, P32-33

3. Read

Read to answer that question for example to the end of the first headed section. This is not passive plodding along each line, but an active search for the answer.

4. Recite

Having read for the first section, look away from this book and try briefly to recite the answer to your question.

5. Review

When the lesson has been through in this way, look over your notes to get a bird's eye view of the points and their relationship and check your memory as to the content by reciting the major subs points under each heading. This checking of memory can be done by covering up the notes and trying to recall the main points.

C. The Strategies of Reading

There are some techniques in reading. They are:⁹

1. Skimming

Skimming is a technique used to look for the main idea or the general gist of passage. This is used after a person has already carefully studied and he has needs to review the major ideas and concepts.

⁹Stephen D. Krashen and Tracy D. Terrel, *The Natural Approach*, Englewood Cliffs, N. J. Prentice Hall, 1982, P.134

2. Scanning

Scanning is making a quick overview of a passage, looking for specific information. Scanning is not reading process in the five sense of the word. It is a searching that requires a reader to float over the material until he finds what he needs. Then he stops to read as much as necessary in order to answer his questions.

3. Extensive Reading

Reading longer text usually is for one's pleasure, and rapid reading for main ideas of a large amount of text.

4. Intensive Reading

Intensive reading is reading for complete understanding of an entire text. Consequently, such reading is normally undertaken at a slower speed.

D. The Definition of Reading Comprehension

Dra. Edithia Simanjuntak states that, reading comprehension is most likely to occur when students are reading what they want to read, or at least what they see some reason to read.¹⁰ Assuming that the basic conditions have been met that student does have a real interest in a subject, knows enough about it, and knows the language well enough to make sense of the text, the question arises of what the student will actually do when he/she reads the text. Common sense suggests that we read by moving our eyes across the page

¹⁰Simanjuntak G. Edithia, *op.cit.*, P.4

identifying clusters of letters as words, then adding word to word to form phrases, clusters, and sentences which can be decoded for meaning.

In accordance with Wilga M. Rivers, Frank Smith defines, Reading comprehension is of decoding to speech, but precedes to speech.¹¹ For the reason, reading aloud of an unfamiliar passage can demonstrate the student's ability to relate rules of sound symbol correspondence to graphic material, accompanied by the activation of appropriate articulators, without indicating a high degree of comprehension that will be evident in occasional misapplication of stress, juncture, and intonation rules in particular, since it indicates the appropriate allocation of words to meaningful segments into comprehension phrase which preceded oral production.

Based on the definition above, it can be understood that reading comprehension is catching the meaning of written text by interpreting, evaluating, reflecting it, and understanding what the writer means.

E. Levels of Comprehension


According to Shah Mahmoud, there are levels of comprehension.¹²

1. Literal reading

Literal reading is ability to follow directions and understand exact words, meanings, and characters. The literal level of comprehension is fundamental to all reading skills at any level because a reader must first

¹¹Wilga M. Rivers, *op.cit.*, P. 274

¹²Mahmoud Shah, *op.cit.*, P.102-103



understand what the author says before he can draw an inference or make an evaluation. The level is considered to be the easiest level of reading comprehension because a reader is not required to go beyond what the author actually says.

2. Aesthetic reading

Aesthetic reading is the ability to appreciate artistically the style and overall quality of what is being read.

3. Critical reading

Critical reading consists of making factual distinctions between common ideas, facts, and opinion. Critical reading requires reading with an inquiring mind and with active, creative looking for false statements or means questioning, comparing, and evaluating.

Jonathan Anderson states that there are three important levels of comprehension and the good reader reads at all:¹³

1. Reading the lines

What did the author say?

This is the level of literal meaning.

2. Reading between the lines

What did the author mean?

This is the level of interpretation.

¹³Anderson Jonathan, *Efficient Reading a Practical Guide*, Mc GrawHill Book Company, Sydney, 1969, P.106

3. Reading beyond the lines

What generalization may be made?

This is the level of inference and generalization.

F. Techniques for Improving Comprehension

According to Jonathan Anderson, there are six techniques for improving comprehension:¹⁴

1. Pay attention to words

A section in this book is devoted to words and their use. Each subject in the curriculum has its own special vocabulary and your success will depend to some extent on reader mastery of these.

2. Utilize context clues

The used of surrounding context can help reader derive the full meaning from a passage. Take the following some particular sentence which certainly does not contain vocabulary difficulties.

3. Use the five W's and the one H in all reading

Comprehension is based on questions who, what, when, where, why, and how. Answers to the first four questions give you the facts. Why and how help the reader to interpret these facts and to make generalizations.

¹⁴*Ibid.*, P. 107-109

4. Learn to read phrase

A previous chapter has been devoted to this technique. Phrase reading not only reduces the usual number of fixations per line but it also makes the meaning clearer.

5. Examine the structure of paragraph

A good reader can pick out the key idea quickly, distinguish the details supporting it, and recognize what are examples and illustrations.

6. Summarize and evaluate

If you are reading to study, you may have to make notes, underline the key parts, draw a diagram or a graph. But even your general reading, you should stop at frequent intervals and mentally recall the key points raised.

You will find that your retention of material will be greatly improved.

G. Measurement of Reading Comprehension

According to Jonathan Anderson, a clue to improving comprehension skills can be found by looking at the way they are measured.¹⁵ The most common way to test the reader understanding of passage is by answering multiple choice questions. A good comprehension test contains questions covering each of the seven skills, such as, knowledge of word meaning, knowledge of states facts, ability to identify the main theme, ability to follow the organization of a passage, ability to grasp casual relationships, ability to draw inferences, and ability to see the author's purpose.

¹⁵ibid., P. 109

The fact shows that almost every research study lists knowledge of word meanings. Vocabulary and literal comprehension reading the lines are very important. The questions that reader should ask her/himself in reading include the following.¹⁶

What is the action of the story?

Who are the main characters?

When did it take place?

At the level of interpretation (reading between the lines), the sort of questions that reader should ask him/himself are :

What is the author trying to say?

What is the central theme?

Why has he presented his story this way?

How does this fact fit in with what reader already know?

At the third level (reading beyond the lines), the questions should progress carries pending in complexity.

Why does the villain symbolize?

What can readers infer from what has been said?

What evidence is there for the following generalizations?

A very promising technique for measuring comprehension called close procedure. Close procedure is a very simple technique. Words are just deleted

¹⁶Ibid., P. 109-110

from a passage of prose in some mechanical fashion and replaced by blanks of standard length.

In accordance with Ekwall and Shanker, Hohn Bormuth states that the use of close procedure to derive the percentage of correct answer is equivalent to the independent, instructional and frustration reading levels and to derive information on reliability.¹⁷

A Simple technique as close procedure really measures such skills as knowledge of words and stated facts, ability to identify the main theme, to follow the organization of a passage, to group casual relationship, to draw inferences, and to see the author's purpose. Close procedures are in fact better measures of all of these skills than scores on traditional multiple-choice test.

H. The Definition of Text Comprehensibility

According to Hornby Comprehensibility is the mind's act or power of understanding.¹⁸

Comprehensibility is the quality or state of being comprehensible.¹⁹ Text comprehensibility is an element involves insuring that the text is understandable to the users. Text comprehensibility of a text depends as much on the word. Knowledge and reading skills of the reader is on the text it self.

¹⁷Ekwall E. Eldon and Shanker L. James, *Diagnosis and Remediation of the Disabled Reader*, 3rded, Allyn and Bacon, IAC, USA, 1988, P. 431

¹⁸Hornby, *Oxford Learner's Dictionary of Current English*, Oxford University Press, 1974. P.174

¹⁹ Webster Merriam, *Webster's Third New International Dictionary*, Encyclopedia Britannica Inc, Chicago, 1981, P.4

To attain immediate comprehensibility for the learner, readers must of necessity use the most international form of the chosen element and consequently accept the multitude of meanings which it contains in their languages, in which they do not correspond to each other.

Webster states that text is the main body of printed or written matter on page exclusive of headings, style, illustrations or margins.²⁰ According to Hornby text is the original words of an author, apart from anything else in book.²¹

From the explanation above, the writer can see that comprehensibility of text is all elements, which affect the level of difficulty within a reading passage or printed material.

I. Students' Perception of English Text Comprehensibility

According to Hornby Student as anyone who studies or who is devoted to the acquisition or knowledge.²² Based on Webster student are learner and one who studies.²³

Reading a book is one characteristic act of perception, which occur so effortlessly that the writer takes it for granted. According to Webster perception is the act of perceiving, apprehension with the mind or the senses, an immediate or intuitive recognition, as of a moral or esthetic quality, the

²⁰Ibid., P. 109

²¹Hornby, *op.cit.*, P. 275

²²*Ibid.*, P. 859

²³ Webster, *op.cit.*, P. 1168

faculty of perceiving the result of perceiving as distinguished from the act of perceiving.²⁴

Perception is the primary process by means of which readers obtain knowledge of the word. Certainly the visual system is by far the most thoroughly studied of the senses, conventionally five recognized such as sight, hearing, taste, touch and smell and the best understood.

From the explanation above, the writer can see that students' perception of English text comprehensibility is the students' attitude to the English text that is easy or difficult to comprehend.

²⁴ *Ibid.*, P. 702

CHAPTER III

RESEARCH METHODOLOGY

A. Types of Research

This study attempts to show the influence between two variables. Student's perception about English text comprehensibility is the independent variable whereas the reading comprehension skill is the dependent variable.

These researches is the domain of quantitative research in which the researcher collects the data, analyze them, and draws conclusion by making statistical computation. Due to these research studies, the influence of students' perception about English text comprehensibility toward their reading comprehension skills, the writer uses product moment correlation formula.¹

The independent variable can be obtained through questionnaire while the independent variable can be obtained through English test done by the second year students of SMUN 3 Brebes in the academic year 2003-2004.

B. Subject of the Research

The subjects of this research are the students of the second year students of SMUN 3 Brebes. To clarify the subject of the research, the writer tries to explain as follows.

¹ Arikunto Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktek*, Rineka Cipta, Yogyakarta, 1998, page. 258

1. Population

Population is the whole subjects of the research.² Furthermore, Sutrisno Hadi states that, population is number of people or individual who has at least the same characteristic.³

From the opinion above, the writer can conclude that population as a subject of the research in general. It can be person or something else. It is a group element, which is able to give information to clarify how to determine the problem.

In this case population of the research is all of the second year students of SMUN 3 Brebes. They are 374 students.

2. Sample

According to Sutrisno Hadi, sample is part of population which is investigated and assumed to be representative of population, of part individuals who are investigated.⁴

Meanwhile, Suharsimi Arikunto states, sample is the part of representative of population who are observed.⁵ Based on the clarification mentioned above, the writer would like to conclude that sample is a number of population that are determined as a group to be investigated and it must represent the characteristics of all population. In this thesis, the

²*Ibid.*, page. 62

³Hadi Sutrisno, *Methodology Research II*, Yogyakarta, page. 220

⁴*Ibid.*, page. 221

⁵Arikunto Suharsimi, *op.cit.*, page. 104

sample, which will be research is a student. Here, the writer takes 42 students of SMUN 3 Brebes as the sample of the research.

3. Sampling

Sampling is a way or a technique used to take sample. In accordance with the statement above, Sutrisno Hadi states, "A technique used to take sample is called sampling"⁶ Here the writer uses random sampling, which is possible sample for each unit where each population sample has the same opportunity to be the sample of research. In applying random sampling, the writer takes several students as the sample. Thus, the writer conducts this random sampling technique because overly member has an equal to be selected. There are the steps picked out :

1. Determining the number of sample.
2. Making the lottery number of all class.
3. Taking notes the name of class holding determined number.

As a matter of fact, the condition of the students selected to be sample is good. They have relatively the same age and their knowledge of English is relatively homogenous. The writer gets 42 students as samples.

C. The Technique of Data Collection

There are several data sources collection in this thesis namely:

1. Test

⁶Hadi Sutrisno, *op.cit.*, page. 222

Test it self is defined as a series of questions or exercises that is used to measure skill, knowledge, intelligence, ability and aptitude owned by an individual or group. Through the test, the writer be able to know the skill of students' reading comprehension.

In this research, the writer uses multiple choice test she conducts this kind of test because multiple choice test type is easier to be scored and also it does not take much time to score because it just has one correct answer. After giving the test, the writer scores the test and find the average with the result of questionnaire. There are a few steps in constructing and administering questionnaire test.

- a. The writer gives the questionnaire to the students.
- b. The writer gives the questionnaire of questionnaire.
- c. The writer evaluates the result of questionnaire.
- d. After doing evaluation the writer looks for students score.
- e. The writer analysis the significance of students' perception about English text comprehensibility.
- f. The writer analysis the significance of reading comprehension skills of the students.
- g. The writer makes correlative analysis between the students' perception about English text comprehensibility and their reading comprehension skills.

- h. Significance test of correlation coefficient: if arithmetical calculation (r_h) is higher than table (r_t) it means there is significant correlation. Conversely if $r_h < r_t$ it means that there is a low correlation.
- i. The writer concludes the result of the research.

2. Questionnaire

Questionnaire is written questions which are used to get information from the respondent. It is report of their privates or other things they know. The writer given questionnaire for the second year students of SMUN 3 Brebes and it can be used to get the data about the students perception about English text comprehensibility.

3. Documentary data source

To find out the data about the description of SMUN 3 Brebes the writer looks for it from the documents in SMUN 3 Brebes. The writer also uses the test held by the English teacher to find out. The correlation between students' perception about English text comprehensibility and reading comprehension skill.

D. General Description of SMUN 3 Brebes

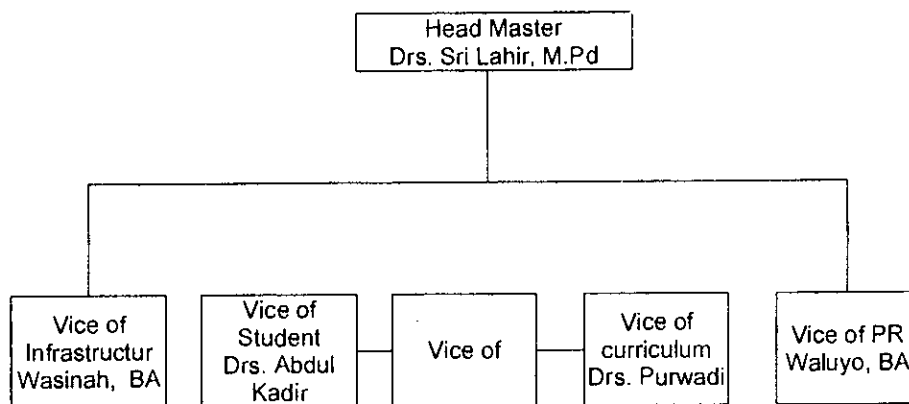
1. Brief information about SMUN 3 Brebes

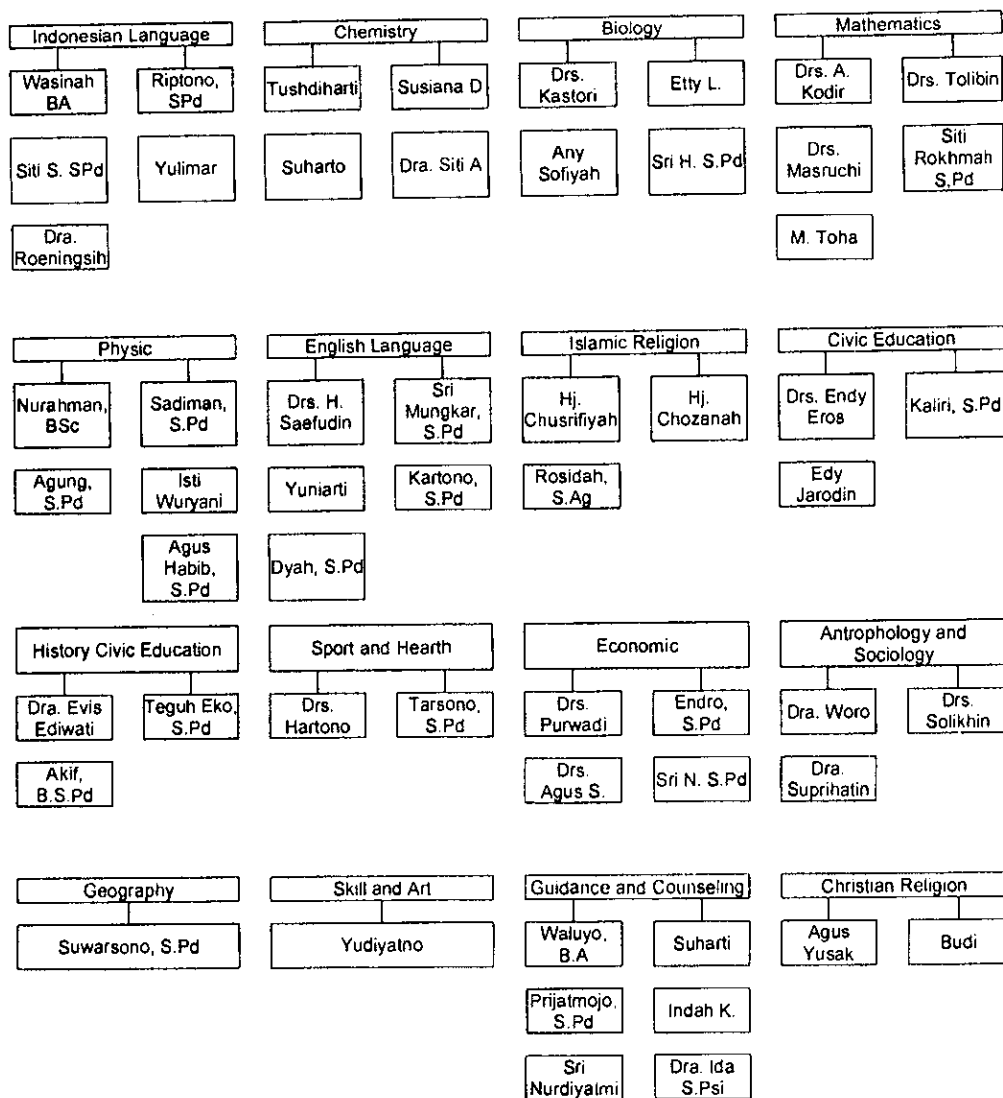
The name of this school is SMUN 3 Brebes. The location is at Jl. MT. Haryono No. 74 Brebes. This location is very suitable for teaching learning process, because it is not so crowd. Therefore the students are

able to pleasantly. The width of this location is about 1722 m². The building construction is permanent and it belongs to the institution.

As a state school, SMUN 3 Brebes is permanently subsidized by the government, in the form of facilities, text books, teachers and officials. All of them are expected in order that the process of teaching and learning is successful. The total number of students of SMUN 3 Brebes in the academic year 2003/2004 is 1115 pupils. They are consists of 362 students of the first year, 374 students for second year and the students of third year are 379 pupils. SMUN 3 Brebes has 26 classrooms.

2. Organization structure of SMUN 3 Brebes





3. The Situation of Teacher and Staffs

TABLE I
THE NAME OF RESPONDENTS ON THIS RESEARCH
ARE AS FOLLOWS:

No.	Name	Duty	Subject
(1)	(2)	(3)	(4)
1.	Drs. Sri Lahir, M.Pd	Head Master	
2.	Waluyo, BA	Guidance and Counseling	
3.	Prijatmojo, S.Pd	Guidance and Counseling	

(1)	(2)	(3)	(4)
4.	Suharti	Guidance and Counseling	
5.	Sri Nurdiyatmi	Guidance and Counseling	
6.	Indah K. S.Psi	Guidance and Counseling	
7.	Drs. H. Saefudin	Teacher	English language
8.	Yuniarti	Teacher	English language
9.	Kartono, S.Pd	Teacher	English language
10.	Sri Munkar, S.Pd	Teacher	English language
11.	Dyah W. S.Pd	Teacher	English language
12.	Wasinah, BA	Teacher	Indonesian language
13.	Siti Sumiyati, S.Pd	Teacher	Indonesian language
14.	Dra. Roaningsih	Teacher	Indonesian language
15.	Riptono, S.Pd	Teacher	Indonesian language
16.	Yulimar	Teacher	Indonesian language
17.	Tusdiharti, S.Pd	Teacher	Chemistry
18.	Suharto, S.Pd	Teacher	Chemistry
19.	Dra. Siti Arsyidah	Teacher	Chemistry
20.	Susiana Dalemiati	Teacher	Chemistry
21.	Drs. Kastori	Teacher	Biology
22.	Anny Safiyah	Teacher	Biology
23.	Ettu Lugiarti	Teacher	Biology
24.	Sri Heliwati A., S.Pd	Teacher	Biology
25.	Drs. Abdul Kodir	Teacher	Mathematics

(1)	(2)	(3)	(4)
26.	Drs. Tholibih	Teacher	Mathematics
27.	Drs. Msaruchi	Teacher	Mathematics
28.	M. Toha	Teacher	Mathematics
29.	Sit Rokhmah, S.Pd	Teacher	Mathematics
30.	Nurachman, S.Pd	Teacher	Physics
31.	Sadimin, S.Pd	Teacher	Physics
32.	Agung Prayitno, S.Pd	Teacher	Physics
33.	Isti Wuryani	Teacher	Physics
34.	Agus Habi, S.Pd	Teacher	Physics
35.	Hj. Chusrifiyah	Teacher	Islamic Religion
36.	Hj. Chozanah	Teacher	Islamic Religion
37.	Rosidah, S.Ag	Teacher	Islamic Religion
38.	Drs. Endy Eros	Teacher	Civic Education
39.	Edy Jarodin	Teacher	Civic Education
40.	Kaliri, S.Pd	Teacher	Civic Education
41.	Dra. Elis Adewati	Teacher	History, Civic Education
42.	Akif Budiman, S.Pd	Teacher	History, Civic Education
43.	Teguh Eko, S.Pd	Teacher	History, Civic Education
44.	Drs. Hartono	Teacher	Sport and Health
45.	Tarsono, S.Pd	Teacher	Sport and Health
46.	Suswarsono, S.Pd	Teacher	Geography

(1)	(2)	(3)	(4)
47.	Drs. Purwadi	Teacher	Economic
48.	Drs. Agus Sutiyo	Teacher	Economic
49.	Endro Suseno, S.Pd	Teacher	Economic
50.	Sri. N. Effendi, S.Pd	Teacher	Economic
51.	Dra. Sisprihatin	Teacher	Anthropology and Sociology
52.	Dra. Woro Hastuti A	Teacher	Anthropology and Sociology
53.	Drs. Solikhin	Teacher	Anthropology and Sociology
54.	Yudiyatno	Teacher	Skill and Art
55.	Agus Yusak	Teacher	Christianity
56.	Budi	Teacher	Christianity

4. The Situation of facilities SMUN 3 Brebes

The situation of medium at this school are as follows :

- a. Theory room : 26 rooms
- b. Laboratories : 1 room
- c. Computer laboratories : 1 room
- d. Library room : 1 room
- e. Mosque : 1 room

E. Variable of The Data

In this research, there are two variables, namely:

1. The students perception about English text comprehensibility as independent variable, and

2. The reading comprehension skills as dependent variable.

The independent variable can be obtained from the score of questionnaire test of the second year students of SMUN 3 Brebes in the academic year 2003/2004.

F. Data Presentation

TABLE II
THE NAME OF RESPONDENTS ON THIS RESEARCH
ARE AS FOLLOWS:

No.	Name	No.	Name
1.	Ade Faelani	15.	Fariz Zuhri Ningrat
2.	Ahmad Rodi	16.	Fatmawati
3.	Ahmad Tohirin	17.	Heni Arumdesi
4.	Andi Budiman	18.	Iman S.
5.	Ani Sumarni	19.	Kharis Fahrudi
6.	Atik Riyanti	20.	Linda Lukma Sari
7.	Bagus Hadi	21.	Lusty M.
8.	Dede Kurnia	22.	M. Syaiful Isbah
9.	Dewi Puspita	23.	M. Nur
10.	Edi Susanto	24.	Nani Andayani
11.	Endriyana Okta F.	25.	Neviya Asti Pratiwi
12.	Erlynda Oktaviana	26.	Nur Azmi
13.	Ernawati	27.	Nur Eli Sulasmi
14.	Farkhah Tsani	28.	Rini Mahmudah

No.	Name	No.	Name
29.	Risto	36.	Tri Santi
30.	Royati	37.	Tri Wahyuningsih
31.	Saparudin	38.	Tri Awaliyah
32.	Sigit Ardianto	39.	Tuti Listyawati
33.	Sri Yuni Risanti	40.	Wadiyanto
34.	Sukaesih	41.	Wiwit
35.	Tri Haryati	42.	Yuniar Nur Arif

These are the result of students' perception about English text comprehensibility questionnaire and students' reading comprehension skill.

TABLE III
STUDENTS' PERCEPTION ABOUT ENGLISH TEXT
COMPREHENSIBILITY

No.	Name	Students' Perception Score (X)
1.	Ade Faelani	70
2.	Ahmad Rodi	70
3.	Ahmad Tohirin	70

No.	Name	Students' Perception Score (X)
4.	Andi Budiman	70
5.	Ani Sumarni	70
6.	Atik Riyanti	60
7.	Bagus Hadi	80
8.	Dede Kurnia	70
9.	Dewi Puspita	60
10.	Edi Sutanto	50
11.	Endriyana Okta F.	70
12.	Erlynda Oktaviani	70
13.	Ernawati	70
14.	Farkhah Tsani	70
15.	Fariz Zuhri Ningrat	80
16.	Fatmawati	70
17.	Heni Arumdesi	80
18.	Imam S.	60
19.	Kharis Fahrudi	70
20.	Linda Lukma Sari	60
21.	Lusty M.	70
22.	M. Syaiful Isbah	60
23.	M. Nur	70
24.	Nani Andriyani	70
25.	Neviya Asti Pratiwi	70

No.	Name	Students' Perception Score (X)
26.	Nur Azmi	80
27.	Nur Eli Sulasmi	70
28.	Rini Mahmudah	60
29.	Risto	70
30.	Royati	60
31.	Saparudin	70
32.	Sigit Ardiyanto	80
33.	Sri Yuni Ristianti	50
34.	Sukaesih	80
35.	Tri Haryanti	60
36.	Tri Santi	70
37.	Tri Wahyuningsih	80
38.	Tuti Awaliyah	70
39.	Tuti Listyawati	70
40.	Wadiyanto	70
41.	Wiwit	50
42.	Yuniar Nur Afif	60
Jumlah ΣX		2860

TABLE IV

STUDENTS' READING COMPREHENSION SKILL

No.	Name	Reading Comprehension Skill (Y)
1.	Ade Faelani	70
2.	Ahmad Rodi	80
3.	Ahmad Tohirin	70

No.	Name	Reading Comprehension Skill (Y)
4.	Andi Budiman	70
5.	Ani Sumarni	70
6.	Atik Riyanti	60
7.	Bagus Hadi	90
8.	Dede Kurnia	80
9.	Dewi Puspita	70
10.	Edi Sutanto	60
11.	Endriyana Okta F.	70
12.	Erlynda Oktaviani	70
13.	Ernawati	70
14.	Farkhah Tsani	0
15.	Fariz Zuhri Ningrat	80
16.	Fatmawati	70
17.	Heni Arumdesi	80
18.	Imam S.	70
19.	Kharis Fahrudi	70
20.	Linda Lukma Sari	70
21.	Lusty M.	70
22.	M. Syaiful Isbah	70
23.	M. Nur	70
24.	Nani Andriyani	70
25.	Neviya Asti Pratiwi	70

No.	Name	Reading Comprehension Skill (Y)
26.	Nur Azmi	80
27.	Nur Eli Sulasmi	70
28.	Rini Mahmudah	70
29.	Risto	70
30.	Royati	60
31.	Saparudin	70
32.	Sigit Ardiyanto	80
33.	Sri Yuni Ristianti	60
34.	Sukaesih	80
35.	Tri Haryanti	70
36.	Tri Santi	70
37.	Tri Wahyuningsih	80
38.	Tuti Awaliyah	70
39.	Tuti Listyawati	80
40.	Wadiyanto	70
41.	Wiwit	60
42.	Yuniar Nur Afif	70
Jumlah Σ Y		3000

G. Data Analysis

1. Arithmetical calculation as follows

- a. Calculation of the score of students' perception of English text comprehensibility by using the following formula :

$$P = \frac{\sum x}{N \times 100} \times 100\%$$

Explanation:

P = the score obtained

$\sum x$ = the sum of score x

N = sample

b. Calculating the score of reading comprehension skill using formula :

$$P = \frac{\sum y}{N \times 100} \times 100\%$$

Explanation:

P = the score obtained

$\sum y$ = the sum of score y

N = sample

2. Product moment correlation analysis

$$r_{xy} = \frac{\sum xy - \frac{(\sum x)(\sum y)}{n}}{\sqrt{\left(\sum x^2 - \frac{(\sum x)^2}{n}\right)\left(\sum y^2 - \frac{(\sum y)^2}{n}\right)}}$$

Explanation:

r_{xy} = Coefficient correlation between x and y

$\sum x$ = The sum of score of variable x

$\sum y$ = The sum of score of variable y

$\sum xy$ = The sum of multiple score of x and y

Σx^2 = The sum of score of x squared

Σy^2 = The sum of score of y squared

n = Number of respondent

The previous score is used to prescribe the significance of correlation. The strengths of the correlation vary as the following index:

0,00 – 0,20 = shows that there is nearly no correlation

0,20 – 0,40 = shows that the correlation is low

0,40 – 0,70 = shows that the correlation is fair

0,70 – 0,90 = shows that the correlation is high

0,90 – up = shows that the correlation is excelled

3. Regression technique

Regression technique is used to calculate the contribution score of students' perception about English text comprehensibility to students' reading comprehension skill by using the following formula :

$$Y = a + b (X)$$

Notes :

Y = The sum of Y if X has been found

a = The constant score of linear regression

b = The regression coefficient

Coefficient of a and b can be calculated by observers the score X and Y, that is by fitting the score of students' perception about English comprehensibility and students' reading comprehension skill. The writer analysis them by the following formulas:

$$a. \frac{(\sum y)(\sum x^2)(\sum x)(\sum y)}{N(\sum x^2) - (\sum x)^2}$$

$$b. \frac{N \cdot \sum xy - (\sum x)(\sum y)}{N \cdot \sum x^2 - (\sum x)^2}$$

If the score of a and b has been found, the writer calculates the linear regression equation by using F test.

4. F test

F test is used to find out the significant and the linear scores of correlation. In this calculation, hierarchically, she would like to analysis the data using the following steps:

- a. Calculate the sum of Total Square by using the formula.

$$JK (T) = \sum y^2$$

- b. Calculate the sum of deviation square by using the formula :

$$JK (G) = \sum x \left\{ \sum y^2 - \frac{(\sum y)^2}{N} \right\}$$

- c. Calculate the sum of regression square by using the formula :

$$JK (a) = \frac{(\sum y)^2}{N}$$

- d. Calculate the sum of linear coefficient square divided by regression coefficient by using the formula :

$$JK (b/a) = b \left\{ \sum xy - \frac{(\sum x)(\sum y)}{N} \right\}$$

e. Calculate the sum of residual square by using the formula :

$$JK (s) = JK (T) - JK (a) - JK (b/a)$$

f. Calculate sum of compatibility square by using the formula :

$$JK (TC) = JK (s) - JK (G)$$

g. Making table to calculate linear regression as follows :

Variance	Deviation (dk)	Square (JK)	Regression Square (RJK)	F
Total (JKT)	N	JK (T)		
Regression (a)	1	JK (a)	JK (A)	$\frac{JK (b/a)}{JK (s)}$
Regression (b/a)	1	JK (B/A)	JK (B/A)	$\frac{JK (s)}{n - 2}$
Residue (s)	n - 2	JK (S)	$\frac{JK (S)}{N - 2}$	
Capability (TC) K-1)	1	JK (TC)	JK (TC)	
Deviation (G) (n-k)	n - K	JK (G)	$\frac{JK (G)}{N - 2}$	$\frac{JK (TC)}{JK (s)}$ $\frac{JK (s)}{n - K}$

h. Getting conclusion

If arithmetical calculation ($F_{h.I} > F_{t I}$) H shows there is a significant correlation and vice versa. And if arithmetical calculation lower than F tables it shows there is a linear correlation and vice versa on the level of significance of 5 %.

5. Calculator to find out the percentage of the contribution by using the following formula :

$$r = \frac{N \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

or by using calculation from the table.

$$r^2 = \frac{JK(T) - JK(S)}{JK(T)}$$

in which JK (T) on the formula has been corrected, that is JK (T) – JK (a).

By using the formula it is found that the percentage of the contribution is ... %

H. Statistical Hypothesis

Based on the research methodology explained above, the hypothesis formulates as follows:

1. There is no significant score of students' perception about English text comprehensibility.
2. There is no significant score of students reading comprehension skill.
3. There is no significant correlation between students' perception about English text comprehensibility toward their reading comprehension skill.

CHAPTER IV

DATA ANALYSIS

This chapter presents the way to compute the students' perception about English text comprehensibility and the English reading comprehension skill score. The students' perception about English text comprehensibility are shown by the scores of the reading comprehension skill test.

A. Data Analysis

There are two variables that will be analyzed in this thesis namely :

1. Independent variable (x) is students' perception about English text comprehensibility.
2. Dependent variable (y) is students' reading comprehension skill.

To find the significance of students' perception about English text comprehensibility, English reading comprehension skill and the influence of students' perception about English text comprehensibility toward their reading comprehension skill, the writer is going to use the formula as follows :

1. Arithmetical Calculation

- a. To find the score of students' perception about English text comprehensibility, the writer use the formula "

$$P = \frac{\Sigma X}{N \times 100} \times 100 \%$$

Where is :

$$\Sigma X = 2860$$

$$N = 42$$

$$P = \frac{\Sigma X}{N \times 100} \times 100 \%$$

$$P = \frac{2860}{42 \times 100} \times 100 \%$$

$$P = \frac{2860}{42}$$

$$P = 68,09 \%$$

- b. To find the score of students' reading comprehension skill, the writer use the formula :

$$P = \frac{\Sigma Y}{N \times 100} \times 100 \%$$

Where is :

$$\Sigma Y = 3000$$

$$N = 42$$

$$P = \frac{\Sigma Y}{N \times 100} \times 100 \%$$

$$P = \frac{3000}{42 \times 100} \times 100 \%$$

$$P = \frac{3000}{42}$$

$$P = 71,42 \%$$

2. Product Moment Correlation Analysis

This formula is used to find out the correlation between students' perception about English text comprehensibility and their reading comprehension skill.

$$r_{xy} = \frac{\Sigma xy - \frac{(\Sigma X)(\Sigma Y)}{N}}{\sqrt{\left\{ \Sigma X^2 - \frac{(\Sigma X)^2}{N} \right\} \left\{ \Sigma Y^2 - \frac{(\Sigma Y)^2}{N} \right\}}}$$

TABLE V
THE SQUARED AND MULTIPLE OF X AND Y

No.	X	Y	X ²	Y ²	XY
1.	70	70	4900	4900	4900
2.	70	80	4900	6400	5600
3.	70	70	4900	4900	4900
4.	70	70	4900	4900	4900
5.	70	70	4900	4900	4900
6.	60	60	3600	3600	3600
7.	80	90	6400	8100	7200
8.	70	80	4900	6400	5600
9.	60	70	3600	4900	4200
10.	50	60	2500	3600	3000
11.	70	70	4900	4900	4900
12.	70	70	4900	4900	4900
13.	70	70	4900	4900	4900
14.	70	70	4900	4900	4900
15.	80	80	6400	6400	6400
16.	70	70	4900	4900	4900
17.	80	80	6400	6400	6400
18.	60	70	3600	4900	4200
19.	70	70	4900	4900	4900
20.	60	70	3600	4900	4200

No.	X	Y	X ²	Y ²	XY
21.	70	70	4900	4900	4900
22.	60	70	3600	4900	4200
23.	70	70	4900	4900	4900
24.	70	70	4900	4900	4900
25.	70	70	4900	4900	4900
26.	80	80	6400	6400	6400
27.	70	70	4900	4900	4900
28.	60	70	3600	4900	4200
29.	70	70	4900	4900	4900
30.	60	60	3600	3600	3600
31.	70	70	4900	4900	4900
32.	80	80	6400	6400	6400
33.	50	60	2500	3600	3000
34.	80	80	6400	6400	6400
35.	60	70	3600	4900	4200
36.	70	70	4900	4900	4900
37.	80	80	6400	6400	6400
38.	70	70	4900	4900	4900
39.	70	80	4900	6400	5600
40.	70	70	4900	4900	4900
41.	50	60	2500	3600	3000
42.	60	70	3600	4900	4200
Σ	2860	3000	197.400	216.000	206.000

$$\begin{aligned}
 N &= 42 \\
 \Sigma X &= 2860 \\
 \Sigma Y &= 3000 \\
 \Sigma X^2 &= 197.400 \\
 \Sigma Y^2 &= 216.000 \\
 XY &= 206.000
 \end{aligned}$$

$$r_{xy} = \frac{\Sigma xy - \frac{(\Sigma X)(\Sigma Y)}{N}}{\sqrt{\left\{ \Sigma X^2 - \frac{(\Sigma X)^2}{N} \right\} \left\{ \Sigma Y^2 - \frac{(\Sigma Y)^2}{N} \right\}}}$$

$$r_{xy} = \frac{206.000 - \frac{(2860)(3000)}{42}}{\sqrt{\left\{ 197.400 - \frac{(2860)^2}{42} \right\} \left\{ 216.000 - \frac{(3000)^2}{42} \right\}}}$$

$$r_{xy} = \frac{206.000 - \frac{8580.000}{42}}{\sqrt{\left\{ 197.400 - \frac{8179600}{42} \right\} \left\{ 216.000 - \frac{9000000}{42} \right\}}}$$

$$r_{xy} = \frac{206.000 - 204.285,71}{\sqrt{\{197.400 - 94.752,38\} \{216.000 - 214.285,71\}}}$$

$$r_{xy} = \frac{1714,29}{\sqrt{(2.647,62)(1.714,29)}}$$

$$r_{xy} = \frac{1714,29}{\sqrt{4.538.788,5}}$$

$$r_{xy} = \frac{1714,29}{2.130,44}$$

$$r_{xy} = 0,80$$

The result of calculation above shows that the arithmetic r is 0,80 and table r for the number of samples (42) is 0,301, so arithmetic r (r_h) is higher than table r (r_t), pr $0,80 > 0,301$. IT means there is a correlation between students' perception about English text comprehensibility toward their reading comprehension skill.

3. Regression Analysis

This formula is used to calculate the contribution given by students' perception about English text comprehensibility (x) to students' reading comprehension (y) by using the formula x formula as follows :

$$\begin{aligned}
 a &= \frac{(\sum y)(\sum x^2)(\sum x)(\sum y)}{N(\sum x^2) - (\sum x)^2} \\
 &= \frac{(3000)(197400) - (2860)(206000)}{42.197400 - 8179600} \\
 &= \frac{592200000 - 589160000}{8290800 - 8179600} \\
 &= \frac{3040000}{111200} \\
 &= 27,33
 \end{aligned}$$

$$\begin{aligned}
 b &= \frac{N \cdot \sum xy - (\sum x)(\sum y)}{N \cdot \sum x^2 - (\sum x)^2} \\
 &= \frac{42.206000 - (2860)(3000)}{42.197400 - 8179600} \\
 &= \frac{8562000 - 8580000}{8290800 - 8179600}
 \end{aligned}$$

$$= \frac{72000}{111200}$$

$$= 0,65$$

From the calculation above, the writer finds out that $Y = a + b(x)$ is equal to $Y = 27,33 + 0,65(x)$

4. F test

This formula is used to find the linear equation and the significance of regression by using the following calculation :

$$JK(T) = \sum y^2 = 216000$$

$$JK(G) = \sum x \left\{ \sum y^2 - \frac{(\sum y^2)}{n} \right\}$$

TABLE VI
REGRESSION ANALYSIS

X	Kelompok	Ni	Y
(1)	(2)	(3)	(4)
50 – 54	1	3	60
			60
			60
55 – 59	-	-	-
60 – 64	2	9	60
			70
			70
			70

(1)	(2)	(3)	(4)
			70
			70
			70
			70
			70
			70
			80
			70
75 - 79	-	-	-
80 - 84	4	7	90
			80
			80
			80
			80
			80
			80

Test of linear regression using F test

$$\begin{aligned}
 JK (G) &= \sum x \left\{ \sum y^2 - \frac{(\sum y)^2}{N} \right\} \\
 &= 75,62 + 155,56 + 260,87 + 85,72 \\
 &= 523,77
 \end{aligned}$$

$$\begin{aligned}
 \text{JK (a)} &= \frac{(\sum y)^2}{n} \\
 &= \frac{(3000)^2}{42} \\
 &= \frac{9000000}{42} \\
 &= 214285,71
 \end{aligned}$$

$$\begin{aligned}
 \text{JK (b)} &= b \left\{ \sum xy - \frac{(\sum x)(\sum y)}{N} \right\} \\
 &= 0,62 \left\{ 206.000 - \frac{(2860)(3000)}{42} \right\} \\
 &= 0,65 \left\{ 206.000 - \frac{8580000}{42} \right\} \\
 &= 0,65 \{ 206.000 - 204285,71 \} \\
 &= 0,65 (1714,29) \\
 &= 1114,28
 \end{aligned}$$

$$\begin{aligned}
 \text{JK (S)} &= \text{JK (T)} - \text{JK (a)} - \text{JK (b/a)} \\
 &= 216.000 - 214285,71 - 1114,28
 \end{aligned}$$

$$\begin{aligned}
 \text{JK (TC)} &= \text{JK (S)} - \text{JK (G)} \\
 &= 600,01 \\
 &= 76,24
 \end{aligned}$$

Calculation table for linear regression $y = 27,33 + 0,65 (x)$ is as follows :

Variance	Deviation (dk)	Square (JK)	Regression Square (RJK)	F
Total JK (T)	42	216000		
Regression JK (a)	1	214285,71	214285,71	
Regression JK (b/a)	1	1114,28	1114,28	192,30
The rest (s)	40	1525,72	38,143	
Capatibility JK (TC)(K-1)	1	76,24	76,24	
Deviation JK (G) (n-k)	8	523,77	13,78	50,53

5. r^2 calculation. It is used to know it used to know the contribution percentage. To find r^2 the writer uses total square (JK) on the table in which it has been corrected by the JK (T) – JK (a)

$$\begin{aligned}
 r^2 &= \frac{JK(T) - JK(S)}{JK(T)} \\
 &= \frac{1714,29 - 600,01}{1714,29} \times 100\% \\
 &= 0,6499 \times 100\% \\
 &= 64,99\%
 \end{aligned}$$

B. Hypothetical Analysis

From the calculation above, the writer formulates the hypothetical conclusions as follows :

1. The score of students' perception about English text comprehensibility is 68,09 %. It can be called that the students' perception about English text comprehensibility is significant.

2. The score of students' reading comprehension skill 71,42 %. It is called that the students' reading comprehension skill is significant.
3. The next statistical hypothesis that says there is no correlation between students' perception about English text comprehensibility (X) and students' reading comprehension skill is refused, after consulting the critical r for the number of sample 42 is 0,80. In other word, it can be said that research hypothesis which says there is significant correlation between students' perception about English text comprehensibility and reading comprehension skill is proved.

C. Review on The Research Result

Based on the arithmetical calculation on students' perception about English text comprehensibility, the writer infers that there is high score of students' perception about English text comprehensibility (68,09 %). The next score of students' reading comprehension skill is 71,42 %. It can be called that the significant level of students' reading comprehension skill is high too.

From the calculation of product moment correlation analysis the writer obtains the arithmetic r is 0,80. To understand the significance of variable X to variable Y ; the arithmetic r should be compared with r table with the number of samples of 42 and level of significance of 5 %. It is proven that arithmetic calculation is higher than r table because r_h is 0,80 while r_t is 0,301. Therefore the hypothesis that says there is a significant correlation between students' perception about English text comprehensibility toward their reading comprehension skill is proved. To be correct.

The contribution score of students' perception about English text comprehensibility toward their reading comprehension skill can be found from the score of regression coefficient. The regression coefficient is 0,6499. The writer can see that if students' perception about English text comprehensibility is 900,01 (0,6499). It will be followed by the students' reading comprehension skill is good too (64,99) from the standard deviation score.

In Ftest, arithmetic F for the number of samples of 42 is 192,30 and for the number of samples 38 is 50,53. The score of table F for of samples of 40 is 4,10 and the number of sample of is 4,08 it means that the contribution of students' perception about English text comprehensibility is significant because $F_{ai} > F_h$. Next the contribution of students' perception about English text comprehensibility and students' reading comprehension skill is not linear because F_{h2} for the number of samples of 3B is higher than F_{t2} ($50,53 < 4,15$).

To understand the contribution percentage given by students' perception about English text comprehensibility to students' reading comprehension the writer found that the percentage score of independent variable (x) to dependent variable (y) is 64,99 %. It means that the contribution of students' perception about English text comprehensibility to students' reading comprehension skill is 64,99 %. And the residue (35,01 %) is influenced by others factor.

CHAPTER V

CLOSURE

A. Conclusion

From the explanation and the analysis of student's perception about English text comprehensibility and reading comprehension skill above, the writer infers :

1. The score of students' perception about English text comprehensibility is 68,09 % (high).
2. The score of students' reading comprehension skill is 71,42 % (high).
3. There is significant correlation between students' perception about English text comprehensibility and reading comprehension skill, because r_h is higher than r_t . It also shows that there is a close correlation between two variables namely independent variable (x) and dependent variable (y), r_h is 0,80 and r_t is 0,301, so $r_h > r_t$.
4. From the regression analysis the writer found the score of regression equation $y = a + bx = 27,33 + 0,65x$. It means that each increase of variable x will be followed by the increase of variable y.
5. F test shows that F_h the number of 40 is 192,30 and F_t for the significant level of 5 % by the same samples is 4,10. It shows that the correlation of students' perception about English text comprehensibility is significant. And the F_h for the number of sample of 38 is 50,53 and

Ft for the significant level of 5 % by the same samples is 4,08. It means that the correlation is not linear.

6. From r^2 calculation it is found that determination coefficient is 64,99 %. It shows that the influence of students perception about English text comprehensibility toward students' reading comprehension skill is 64,99 %, and the residue is influenced by the other factors such as motivation, intelligence, and the like. From the calculation, the writer also says that there is the influence between students' perception about English text comprehensibility to the students' comprehension skill of the second year students of SMUN 3 Brebes is 64,99%.

B. Suggestion

The writer, finally formulates the suggestion addressed to :

1. The Teacher

Since appropriate comprehensibility level is important, the teacher must be careful in choosing reading materials. They must explore their students' background in order to know their students. If they know their students well, they can choose appropriate text. They must consider level of difficulties of text.

The teacher must also try to equip their students with various reading materials. Through various and interest reading materials, student can develop their knowledge.

2. The Students

The students should read books about reading skill and understand the material. They have to open dictionary when necessary and always to pay attention to the teachers' explanation.

The students should not only read the text which in their perception is easy to comprehend, but also texts that have high level of difficulty. It is important to know that they are not always given an easy texts, but also a difficult ones. In order to comprehend all the kinds of texts given to them, they must pay attention to the comprehensibility level of the texts they are going to read. Concerning with this purpose, their knowledge of vocabulary and reading skills can be improved.

BIBLIOGRAPHY

- As Hornby, *Oxford Learner's Dictionary of Current English*, Oxford University Press, Berlin, 1974.
- Alton L. Raygor and George B. Schick, *Reading at Efficient Rates*, 2nd ed, McGraw Hill Book Company, New York, 1981.
- Edithia Simanjuntak, *Developing Reading Skills for EFL students*, Depdikbud, Jakarta, 1988.
- Eldon E. Ekwall and James L. Shanker, *Diagnosis and Remediation of the Disabled Reader*, 3rd ed, Allyn and Bacon, IAC, USA, 1988.
- Emerald V. Dechant, *Improving the Teaching of Reading*, 3rd ed, Englewood Cliffs, Prentice hall, 1982.
- Francis P. Robinson, *Effective Study*, 4th ed, Harper and Row, New York, 1970.
- Frank Smith, *Understanding Reading: A linguistic Analysis of Reading and Learning*, New York: Holt, Rinehard and Winston, 1971.
- Jonathan Anderson, *Efficient Reading a Practical Guide*, McGraw Hill Book Company, Sydney, 1969.
- Krashen D. Stephen and Tracy D. Terrel, *The Natural Approach*, Englewood Cliffs, N.J. Prentice-Hall, 1982.
- Martha Dallman, et.all., *The Teaching of Reading*, 6th ed, New York: Holt, Rinehart and Winston, 1972.
- Muhammad Ali, *Penelitian Kependidikan Prosedur dan Strategi*, Angkasa, Bandung, 1981.

Rivers M. Wilga, *Teaching Foreign Language*, 2nd ed, Chicago, University of Chicago Press, 1981.

Shah Mahmud, *Research and Writing*, USA, Butteway Publications, White Hall, Virginia, 1992.

Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, Rineka Cipta, Jakarta, 1993.

Sutrisno Hadi, *Methodology Research II*, Yogyakarta, 1995

Nama :

Kelas :

No Absen :

KUISIONER PERSEPSI SISWA TERHADAP KETERPAHAMAN TEKS BAHASA INGGRIS

Petunjuk Pengisian:

1. Tulis nama, kelas dan nomor absen pada tempat yang tersedia
 2. Jawablah dengan memberi tanda silang (X) pada jawaban yang telah tersedia sesuai dengan keadaan anda.
-

1. Apakah istilah-istilah atau kosa kata yang digunakan dalam teks tersebut diatas menurut anda mudah dipahami atau tidak?
 - a. mudah dipahami
 - b. cukup dapat dipahami
 - c. sulit dipahami
2. Apakah kalimat-kalimat yang digunakan dalam teks bacaan di atas menurut Anda mudah dipahami atau tidak?
 - a. mudah dipahami
 - b. cukup dapat dipahami
 - c. sulit dipahami
3. Bagaimana menurut Anda hubungan antar kalimat dan hubungan antar ide atau gagasan yang terdapat dalam teks-teks tersebut?
 - a. mudah dipahami
 - b. cukup dapat dipahami
 - c. sulit dipahami
4. Apakah contoh-contoh atau ilustrasi yang diberikan dalam teks tersebut membantu untuk memahami isi bacaan secara keseluruhan?
 - a. membantu
 - b. cukup membantu
 - c. tidak membantu

5. Bagaimana tingkat kesulitan pemahaman isi teks-teks bacaan tersebut di atas menurut anda?
- a. mudah dipahami
 - b. cukup dapat dipahami
 - c. sulit dipahami
6. Apakah penguasaan tata bahasa mempengaruhi anda dalam memahami teks bacaan di atas?
- a. berpengaruh
 - b. cukup berpengaruh
 - c. tidak berpengaruh
7. Apakah teks bacaan di atas sesuai dengan tingkat pengetahuan anda?
- a. sesuai
 - b. cukup sesuai
 - c. tidak sesuai
8. Apakah teks bacaan yang sesuai dengan minat anda seperti teks bacaan di atas akan membantu Anda di dalam memahami isi suatu bacaan?
- a. membantu
 - b. cukup membantu
 - c. tidak membantu
9. Apakah panjang pendeknya suatu teks bacaan seperti teks bacaan di atas berpengaruh terhadap kemampuan anda untuk memahami isi bacaan tersebut?
- a. berpengaruh
 - b. cukup berpengaruh
 - c. tidak berpengaruh
10. Bagaimana menurut Anda penggunaan tata bahasa yang terdapat dalam teks bacaan tersebut?
- a. mudah dipahami
 - b. cukup dipahami
 - c. sulit dipahami

11. Apakah keberadaan judul pada teks bacaan di atas berpengaruh terhadap pemahaman bacaan anda?

- a. berpengaruh
- b. cukup berpengaruh
- c. tidak berpengaruh

12. Apakah pikiran utama yang disebutkan dengan jelas membantu anda di dalam memahami teks bacaan di atas?

- a. membantu
- b. cukup membantu
- c. tidak membantu

13. Apakah kemudahan di dalam memahami isi teks bacaan di atas membantu anda di dalam mengerjakan soal-soal bacaan?

- a. membantu
- b. cukup membantu
- c. tidak membantu

14. Bagaimana menurut Anda tingkat kesulitan tata bahasa pada bacaan di atas?

- a. mudah
- b. cukup
- c. sulit

READING COMPREHENSION TEST

TEXT 1: Plants Pests

Scientists estimate of all the insects known to man, only about 1 percent is harmful pests. But this relatively small number causes billions of dollars worth of damage to crops and forest every year. The home gardener, as well as the farmer and the forest ranger know the work of plant pests. Japanese beetles eat the leaves and flowers of rosebushes. Aphids suck life-giving juices from garden plants. And many different kinds of cutworms attack plant leaves and stems. In order to grow beautiful flowers and healthy vegetables, the gardener must first learn to recognize the pests that attack his plants. Then he must discover the best ways to get rid of them.

By experimenting with combination of chemicals, manufactures have produced a wide variety of effective dusts and sprays to control plant pests. Some, such as those containing pyrethrum, work well and no harm to people, pets and birds. There are others that contain stronger chemicals, such as DDT, melathion, diazinon, and chlordane. These stronger chemicals can be extremely dangerous if not properly used.

The first thing to do in dealing with plant pest is to seek the proper advice. Trained salesman at the garden stores can supply valuable information on the correct product to use. If the problem is a complicated or stubborn one, additional advice should be obtained from government agricultural department offices.

Choose the correct answer A, B, C, D, or E!

1. What is the main idea of the text?
 - A. Plant pests cause damage to crop and forest every year.
 - B. Scientists estimate all insects have already known
 - C. The gardeners must learn the pests.
 - D. We must recognize the pests before eradicating them.
 - E. How to grow flower and vegetables well.
2. According to the text, the followings are what the pests do to the plants, *except*....
 - A. Damage the leaves
 - B. Eat leaves and flowers
 - C. Suck life-giving juices
 - D. Attack plant leaves and stem
 - E. Leave the dying plants
3. The first paragraph tells us about....
 - A. The gardener must first learn the pest.
 - B. How to grow the flowers and vegetables well.
 - C. Plant pest damages to crops and forest every year.
 - D. Scientist estimate all insects have already known.
 - E. We must recognize the pest before eradicating them.
4. What do you know about plant pests?
 - A. Men who works as forest ranger
 - B. Insect that are harmful to plants
 - C. Most of the insect living on earth
 - D. Plants which are destroyed by insect
 - E. Scientist who estimate the harmful insects

5. Which one is harmless to people and animals?
 - A. DDT
 - B. Melathion
 - C. Diazion
 - D. Chlordane
 - E. Pyrethrum

6. What must the gardener do to combat plant pest first?
 - A. Kill them in right way
 - B. Seek the trained salesman
 - C. Spray them with insecticides
 - D. Know the character of the pest
 - E. Go to agriculture department

TEXT 2: Disasters

The worst hit flood area in the country this rainy season has been Central Java, where 70 people had been killed and tens of thousands evacuated.

The public work Ministry estimated that it will need 14 billion rupiah (US\$ 6,7 million) to reconstruct the bridges in Kali Kuto and Kali Desa, Central Java, and to rebuild a number of road in the province. Another 10,36 billion rupiah is needed to rebuild irrigation facilities.

The Minister of Public Work, Radinal Mochtar, has instructed that rebuild on damaged roads and bridges will be completed before the Idul Fitri holidays at the end of March.

Radinal said he ordered the state-own Construction Company PT. Adi Karya to begin the reconstruction immediately. He said he chose the firm because it is now working on projects in the area and has experience in handling similar kinds of rebuilds. The company rebuilt both the Kali Comal Bridge, who was damaged by the floods three years ago, and the Kali Kuto Bridge, which was destroyed by floods two years ago.

The minister also said the damaged irrigation facilities in the regencies of Demak, Kendal, and Purwodadi might be rebuilt before the end of March, allowing farmers to meet this year's planting schedules.

The Agriculture ministry pledged to send seed and tools to farmers in East and Central Java whose fields have been damaged by the floods.

Choose the correct answer, A, B, C, D or E!

7. According to text, paragraph four talks about....
 - A. The firm is now working on project
 - B. The project has a lot of experience
 - C. The company rebuild both of bridges
 - D. Government ordered Radinal to begin reconstruction
 - E. The government begin to reconstruct are immediately

8. Which statement is true according to the text?
 - A. Floods destroyed the Kali Kuto bridge in 1991
 - B. PT. Adi Karya rebuilt the damage bridges in Demak
 - C. The government sent building materials to the victims
 - D. Floods had damage the roads and bridges in Central Java
 - E. This fisherman suffered the most from the damaged irrigation

9. "The fund which are needed to reconstruct the damaged things". This information can be found in paragraph....
- A. 1
 - B. 2
 - C. 3
 - D. 4
 - E. 5
10. What was Radinal' instruction?
- A. To work on projects
 - B. To calculate the funds
 - C. The evacuate the victims
 - D. To take all the people away
 - E. To reconstruct the damaged things
11. The main information of the text is about ... in Central Java.
- A. roads
 - B. floods
 - C. bridges
 - D. planting schedule
 - E. irrigation facilities
12. How many people had been killed?
- A. Tens of thousands
 - B. 14 people
 - C. 70 people
 - D. All the people
 - E. People of Demak
13. "He said the chose the firm because it is now working on ... (paragraph 4)". "The firm" refers to....
- A. The public ministry
 - B. The government
 - C. PT. Adi Karya
 - D. The Agriculture Ministry
 - E. The reconstruction company

TEXT 3: Origami

The Chinese invented paper almost 2,000 years ago. Origami, the art of paper folding, is just as old. It is quite possible that the art developed from the ancient custom of making paper houses, furniture, vehicles, and servants, as well as paper money, as part of Chinese funeral rites. These colored paper symbols are still burned at Buddhist funerals so the dead person can live in earthly comfort in the next world.

In the 7th century AD paper folding was brought to Japan. The Japanese developed many of China's arts and crafts into their own forms of expression. They found new methods of folding paper into pretty forms and images and made origami a highly creative art.

From a few simple folds the Japanese make things of great beauty and realism. Some are used as religious symbols to decorate the temples. Others are good-luck symbols, such as the tortoise, and lobster, which are used as ornaments fastened the gifts.

Choose the correct answer, A, B, C, D, or E!

14. The first paragraph tells us about....
- A. Funeral rites
 - B. The origin of origami
 - C. Making their own expression
 - D. What had happened in the 7th century A.D
 - E. The development of Chinese art and culture
15. "They found new methods of folding paper ..." "they" refers to ...
- A. Chinese
 - B. Japanese
 - C. Methods
 - D. Arts
 - E. Crafts
16. The main ideas of paragraph two is....
- A. The art of paper folding
 - B. Origami is highly creative art
 - C. Pretty forms and images of folding paper.
 - D. The development of Chinese art and culture
 - E. The Japanese found new methods of folding paper
17. Which one is NOT correct according to the text?
- A. The art of paper folding is used in Chinese funeral rites
 - B. The origin of origami is to comfort the dead person
 - C. Making paper houses develops into the art of paper folding
 - D. Japanese origami is highly creative art
 - E. Paper folds are used as either religious or good luck symbols
18. Why did the Chinese burn the colored paper symbols? Because....
- A. The dead person could get better life in heaven.
 - B. They had invented new methods of folding paper.
 - C. They had made paper houses
 - D. It showed their expression
 - E. It is the ancient custom
19. Other is a good luck symbol (paragraph 3).
- A. Symbols
 - B. Temples
 - C. Ornaments
 - D. Simple folds
 - E. Beauty and realism
20. The comedians try to delight the audience. The underlined word means to ...
- A. Make happy
 - B. Understand
 - C. Clarify
 - D. Explain
 - E. Laugh

TEXT 4

The earth on which we live is really a type of huge clock, and it has always been used to work out systems of measuring time. Every part of the world has its seasons. In the northern and southern parts of the world there are four seasons, spring, summer, autumns (or fall in North America) and winter. In the hotter parts of the world there are often two seasons; a wet seasons and a dry season. This type of climate is known as tropical, as it affects the parts of the earth between the two tropics of Cancer ($23^{\circ}27'1''$ north) and Capricorn ($23^{\circ}27'1''$ south). The eliminate of Indonesia is tropical, with the west monsoon bringing rain from December to March, and the east monsoon bringing dry weather from June to September.

These seasons are formed by the way the earth moves around the sun, and men use the seasons to measure the time of the year. Festivals are held to celebrate important events in the calendar. The spring equinox marks the end of the winter and the hope of summer in those parts of the world, which have four seasons. In many cultures the spring equinox is considered as the start of the New Year. Indeed, Nyepi Day-the Balinese New Year's Day, according to the solar calendar-falls at that time.

Choose the correct answer, A, B, C, D, or E!

21. The most suitable title for the text might be....
 - A. The monsoons
 - B. The festivals
 - C. The earth
 - D. The Nyepi Day
 - E. The seasons
22. "... falls at that time" (paragraph 2)
The underlined words refer to....
 - A. Nyepi Day
 - B. The spring equinox
 - C. The solar calendar
 - D. The new year
 - E. The Balinese New Year's Day
23. The spring equinox is important Europe because it marks....
 - A. The end of summer
 - B. The end of spring
 - C. The beginning of winter
 - D. The beginning of spring
 - E. The beginning of summer
24. In August, how is the weather in Indonesia?
 - A. Wet
 - B. Chilly
 - C. Cold
 - D. Cool
 - E. Hot
25. The following words are taken from the text.
Which one means "celebration?"
 - A. Event
 - B. New year
 - C. Festival
 - D. Calendar
 - E. Measurement

THE KEY ANSWER READING COMPREHENSION SKILL TEST

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

DAFTAR NILAI SKK

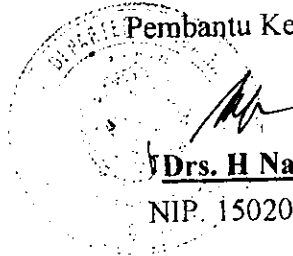
Nama : Annis primadani
NIM : 113 00 009

Wali Studi : Hanung Triyoko Ss
Jur / Progdi : Tarbiyah / TBI

No	Jenis Kegiatan	Pelaksanaan	Jabatan	Nilai
1	ORMASS STAIN Salatiga	28-30 Agustus 2000	Peserta	3
2	English Friendship camp	7-8 October 2000	Peserta	3
3	KANDAS III STAIN MUSIC CLUB	13-15 Oktober 2002	Peserta	3
4	Seminar Hukum Regional HMS Syariah	19 November 2002	Peserta	3
5	Dies natalis VI STAIN Salatiga	23 Maret 2003	Panitia	4
6	SMC Konser Music Salatiga	30 September 2002	Peserta	3
7	Bedah Film ERIN BROCKOVICH	12 Maret 2002	Peserta	3
8	Seminar Hukum HMJ Syariah	11 Juni 2003	Peserta	3
9	Seminar HMJ tarbiyah	18 Maret 2004	Panitia	4
10	Seminar MENWA	18 September 2001	Peserta	3
11	Seminar Bahaya Narkoba Bagi Remaja	20 Agustus 2002	Peserta	3
12	Malam tirakatan dan Dialog Ilmiah	31 Agustus 2002	Peserta	3
13	Seminar "Program Studi Bahasa Inggris"	16 Desember 2002	Peserta	3
14	Seminar FSI "Refleksi"	15 April 2002	Peserta	3
15	LPKI HMJ Tarbiyah	10 Juli 2002	Peserta	3
16	Seminar Urgensi Pendidikan Sex pada Remaja Islam	25 September 2001	Peserta	3
Jumlah				50

Salatiga, 19 Agustus 2004

Pembantu Ketua III



Drs. H Nasafi

NIP. 150201971

DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA
JURUSAN TARBIYAH
PROGRAM STUDI TADRIS BAHASA INGGRIS
Jl. Tentara Pelajar 02 Telp.(0298)323706 Fax.323433 Kode Pos 50721

KETERANGAN PROPOSAL SKRIPSI

Proposal skripsi mahasiswa:

Nama : Annis Primadani
NIM : 113 00 009
Judul : The Influence of Students' Perception about
English Text Comprehensibility toward their Reading
Comprehension Skill (A Case Study of The Second
Year Students of SMUN 3 Brebes in the Academic
Year 2003 - 2004)

Dinyatakan : ~~Diterima~~ / Diterima dengan syarat

Catatan :

Setiap konsultasi aspek grammar hrs sdh
dibekali (bisa mnta bantuan pihak
lain termasuk CBS).

Salatiga, 13 04 - 2004

Ketua ProgdI TBI



Drs. Sa'adi, M. Ag.

NIP. 150256821

NB.

Surat ini digunakan untuk meminta
Surat Nota Pembimbing Skripsi
ke Subbag. Akademik (Pelayanan Skripsi).

(P. Yaluz, fdy)



Nomor : ST.27/K-0/TL.01/0653/2004
Hal : **Permohonan Izin Penelitian**
Lamp : Proposal Penelitian.

21 Mei 2004

Kepada
Yth. : Bupati Brebes
u.b. Ka. Kesbanglinmas Brebes
Di Brebes

Assalamu'alaikum wr.wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : ANNIS PRIMADANI
NIM : 11300009
Mahasiswa : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian Studi Program S.1 di STAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

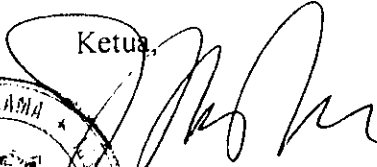
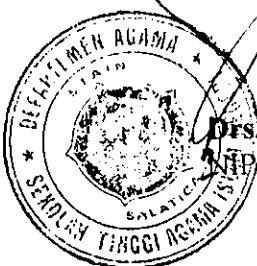
Adapun judul yang diambil adalah : THE INFLUENCE OF STUDENTS' PERCEPTION ABOUT ENGLISH TEXT COMPREHENSIBILITY TOWARD THEIR READING COMPREHENSION SKILL. (A Case Study of the Second Year Students of SMUN 3 Brebes in the Academic Year 2003/2004)

Dengan Pembimbing : Drs. Sa'adi, M.Ag
Asisten Pembimbing :

Untuk penyelesaian Skripsi tersebut, kami mohon Saudara memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan di SMUN 3 Brebes selama 60 (enam puluh) hari, mulai tanggal 24 Mei s.d 24 Juli 2004.

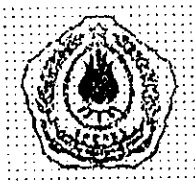
Kemudian atas pemberian izin Saudara, kami sampaikan terima kasih.

Wassalamu'alaikum wr.wb.

Ketua,

Drs. Badwan, M. Ag
NIP. 150198743


Tembusan:

1. Yth. Kepala BAPPEDA Kota Brebes di Brebes
2. Arsip



PEMERINTAH KABUPATEN BREBES
DINAS PENDIDIKAN DAN KEBUDAYAAN
Jalan Jenderal Sudirman No. 187 Telepon (0283) 671157 Brebes 52212

SURAT IJIN KEPALA DINAS P DAN K KABUPATEN BREBES
NOMOR : 072/ 1112 /2004

TENTANG

Penelitian/ Riset \ Survey untuk menyelesaikan tugas Skripsi

KEPALA DINAS P DAN K KABUPATEN BREBES

- Dasar** : 1. Surat Badan Perencanaan Pembangunan Daerah Nomor :
072/ 077/ V/ 2004, tanggal 24 Mei 2004, perihal Research/
Survey.
2. Surat Kepala Dinas P dan K Prop. Jateng Nomor: 070/
02749 Tanggal 7 April 2003 Perihal Ijin Penelitian.

MENGIJINKAN :

Kepada

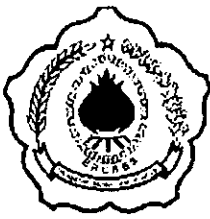
- N a m a** : ANNIS PRIMADANI
Pekerjaan : Fakultas Keguruan STAIN Salatiga.
Alamat : Jl. Kelinci No. 8 Kaligangsa Brebes
Penanggung Jawab : Drs. SA'ADI, M.Ag
Lokasi : Kabupaten Brebes
U n t u k : Mengadakan Penelitian dengan judul : "The Influence Of
Students Perception About Englist Text Comprehensibility
To Ward Their Reading Comprehension Skill."

W a k t u : 26 Mei s.d. 26 Juni 2004

Demikian surat ijin ini untuk dilaksanakan sebagaimana mestinya dan setelah pelaksanaan Survey selesai harap menyampaikan hasilnya.

Ditetapkan di : B R E B E S
Pada tanggal : 26 Mei 2004

KEPALA DINAS P DAN K
KABUPATEN BREBES
Kabupaten Brebes,
DINAS PENDIDIKAN
DAN KEBUDAYAAN
Drs. ANGKATNO, SH, M.Pd
Pembina Tk. I
NIP. 130961550



DINAS PENDIDIKAN DAN KEBUDAYAAN

KABUPATEN BREBES

SMA NEGERI 3 KEC. BREBES

Alamat : Jl. Letjen MT Haryono No.78 Telp 671347 Brebes 5212

Brebes, 17 Juni 2004

Nomor : 420 / 278 / 2004
Lampiran : -
Hal : Telah Melaksanakan Penelitian

Yang terhormat
Ketua STAIN Salatiga
Di Salatiga


Kami sampaikan dengan hormat bahwa :

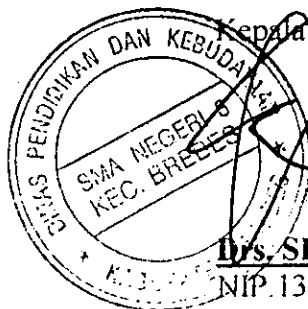
Nama : ANNIS PRIMADANI
NIM : 11300009
Fakultas / Jurusan : Tarbiyah / TBI

Teah melaksanakan penelitian di SMA Negeri 3 Brebes dengan judul :

“ The Influence Of Students’ Perception About English Text Comprehensibility Toward Their Reading Comprehension Skill (A Case Study Of The Second Year Students Of SMAN 3 Brebes In The Academic Year 2003 / 2004)”.

Demikian untuk menjadi maklum.

Kepala Sekolah

Drs. SRILAHIR
NIP. 131918219





LEMBAR KONSULTASI SKRIPSI*)

Nama : ANNIS PRIMADANI NIM : 113 00 009
 Program Studi : ~~PA/PPA/TPBI/AHS**~~
 Judul Skripsi : THE INFLUENCE OF STUDENTS' PERCEPTION ABOUT ENGLISH TEXT COMPREHENSIBILITY TOWARD THEIR READING COMPREHENSION SKILL
 Pembimbing : Drs. Sa'adi, M.Ag
 Asisten Pembimbing :

No	Hari/Tanggal	Isi Konsultasi	Catatan Pembimbing	Paraf
1	220504	Chapt I, II	see	
2	030804	Chptr II, III, IV, V	To be revised To be revised To be revised To be revised	
3	180804	Chptr II, III, IV, V	To be revised	
4	090804	Chptr II, III, IV, V	see	
		Poupane	for exam - 8	

*) Lembar konsultasi ini harus dibawa setiap berkonsultasi dengan Pembimbing/Asisten Pembimbing

**) Coret yang tidak perlu

Salatiga, 190804

Asisten Pembimbing

Pembimbing

Drs. Sa'adi, M.Ag