THE INFLUENCE OF READING READINESS TOWARD READING
COMPREHENSION OF THE SECOND YEAR STUDENTS OF
SLTP ALTERNATIVE QARYAH THAYYIBAH, KALIBENING
OF SALATIGA IN THE ACADEMIC YEAR OF 2007/2008

A Graduating Paper

Submitted to the Board of Examiners as a Partial Fulfillment of the
Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
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State Islamic Studies Institute (STAIN), Salatiga

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ENGLISH DEPARTMENT OF EDUCATION FACULTY
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(STAIN) SALATIGA
2007
DEKLARASI

بسم الله الرحمن الرحيم

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Demikian deklarasi ini dibuat oleh penulis untuk dapat dimaklumi.

Salatiga, 13 September 2007
Penulis.

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ATTENTIVE COUNSELOR NOTES

Salatiga, September 15, 2007

Case: Sanita Saesaher's Thesis

Dear

The Head of State Islamic Studies Institute of Salatiga

Assalamu'alaikum Wr. Wb.

After reading and correcting Sanita Saesaher's thesis entitled "THE INFLUENCE OF READING READINESS TOWARD READING COMPREHENSION OF THE SECOND YEAR STUDENTS OF SLTP ALTERNATIVE QARYAH THAYYIBAH, KALIMENING OF SALATIGA IN THE ACADEMIC YEAR OF 2007/2008", I have dedicated and would like to propose that if educational faculty could accept it, I hope it would be examined as soon as possible.

Wassalamu'alaikum Wr. Wb.

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MOTTO

BE PATIENT IN DOING SOMETHING,
NEVER GIVE UP AND
PRAY FOR GETTING
ALLAH'S REGARDS.
DEDICATION

This Thesis is dedicated to:

❖ My beloved father and mother, Ayah Won Isma-il and Emak Sholihah, for their motivation and support in finishing my study.

❖ My beloved younger brother and sister, Yusuf and Suraila.

❖ My beloved husband, Tormizi, for your support and motivation, thanks for your patience and pray.

❖ My brothers in my country.
ACKNOWLEDGEMENT

Alhamdulillah irrobbil 'alamin, firstly the writer said as praise and thanks to Allah SWT with His blessing, finally the thesis could be completed.

However, this success would not be achieved without the support, guidance, advice, help and encouragement from individuals and institutions. Therefore the writer will thank to:

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(Selatan Thailand) di Indonesia (PMIPTI)" especially PMIPTI Salatiga,
thanks for their support and help.

Finally, this research paper is expected to be able to provide useful information to the readers.

Salatiga, September 3, 2007
The Writer

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ABSTRACT

Miss Sanita Saesahet: THE INFLUENCE OF READING READINESS TOWARD READING COMPREHENSION OF THE SECOND YEAR STUDENTS OF SLTP ALTERNATIVE QARYAH THAYYIBAH, KALIBENING OF SALATICA IN THE ACADEMIC YEAR OF 2007/2008. The objective of this research is 1) to find out the profile of reading readiness, 2) to find out the profile of reading comprehension, and 3) to prove that there is influence of reading readiness to reading comprehension of the second year students of SLTP alternative QT in the academic year of 2007/2008.

This research is intended to be a descriptive quantitative research. To find out the profile of reading readiness the writer used questionnaire and to find out the profile of reading comprehension the writer used test.

From the research, it can be concluded that the score of reading readiness and reading comprehension of the second year students is good enough because the score of both variables is above the passing grade, and there is a correlation between reading readiness and reading comprehension because $r_x$ (0.402) is higher than $r_t$ (0.388).
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAGE OF CERTIFICATION</td>
</tr>
<tr>
<td></td>
<td>MOTTO</td>
</tr>
<tr>
<td></td>
<td>DEDICATION</td>
</tr>
<tr>
<td></td>
<td>ACKNOWLEDGEMENT</td>
</tr>
<tr>
<td></td>
<td>ABSTRACT</td>
</tr>
<tr>
<td></td>
<td>TABLE OF CONTENT</td>
</tr>
<tr>
<td>I</td>
<td>: INTRODUCTION</td>
</tr>
<tr>
<td>A.</td>
<td>The Background of the Study</td>
</tr>
<tr>
<td>B.</td>
<td>The Problem Statement</td>
</tr>
<tr>
<td>C.</td>
<td>The Objective of the Study</td>
</tr>
<tr>
<td>D.</td>
<td>The Benefit of the Study</td>
</tr>
<tr>
<td>F.</td>
<td>Review of Related Researches</td>
</tr>
<tr>
<td>E.</td>
<td>Thesis Organization</td>
</tr>
<tr>
<td>II</td>
<td>: REVIEW OF RELATED LITERATURE</td>
</tr>
<tr>
<td>A.</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>1. Definition of Reading</td>
</tr>
<tr>
<td></td>
<td>2. The Reason of Reading</td>
</tr>
<tr>
<td>B.</td>
<td>Reading Readiness</td>
</tr>
<tr>
<td></td>
<td>1. Definition of Reading Readiness</td>
</tr>
<tr>
<td></td>
<td>2. Reading Readiness Factors</td>
</tr>
<tr>
<td></td>
<td>3. Factors Related to Reading Disability</td>
</tr>
<tr>
<td></td>
<td>4. Developing Readiness for Reading</td>
</tr>
<tr>
<td>C.</td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td></td>
<td>1. Definition of Reading Comprehension</td>
</tr>
<tr>
<td></td>
<td>2. Levels of Reading Comprehension</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>j</td>
</tr>
<tr>
<td>ii</td>
</tr>
<tr>
<td>iii</td>
</tr>
<tr>
<td>iv</td>
</tr>
<tr>
<td>v</td>
</tr>
<tr>
<td>vi</td>
</tr>
<tr>
<td>vii</td>
</tr>
<tr>
<td>viii</td>
</tr>
<tr>
<td>ix</td>
</tr>
</tbody>
</table>
CHAPTER III

RESEARCH METHODS

A. Research Approach........................................31
B. Types of the Research......................................32
C. Description of SLP Alternative QT......................32
D. Population..................................................35
E. Sample......................................................36
F. Method of Collecting Data..................................36
G. Data Analysis................................................37
H. Statistical Hypothesis........................................39

CHAPTER IV

DISCUSSION

A. Research Variable..........................................40
B. Data Presentation...........................................40
C. Data Analysis...............................................43
D. Hypothetical Conclusion....................................47
E. Review of the Research Result............................47

CHAPTER V

CLOSURE

A. Conclusion..................................................49
B. Suggestion..................................................50

BIBLIOGRAPHY

CURRICULUM VITAE

APPENDIXES
CHAPTER I

INTRODUCTION

A. The Background of the Study

There are several functions of English. Among others are a means of communication, a means to access or exchange information and a means to build interpersonal relationship. The goal of learning English is, therefore, addressed to achieve those objectives, as to the teaching of English in junior high school, namely, aiming at developing students' communication ability. To achieve this purpose, students should master the four language skills namely; speaking, writing, listening and reading.

Reading is one of the important language skills that should be mastered by English students. Through reading, they are able to comprehend books written in English. Unfortunately, to comprehend the reading text is not simple, because as we know that reading is a complicated process. Emerald V. D. proposes that reading is a composite of many skills, habits, attitudes. It is an act, a performance, or a response that the reader makes to the printed page.1 Furthermore, Frank Smith describes that reading has four distinctive and fundamental characteristics as follows:2

1. Reading is purposeful. Its nature is central, not simply because one normally reads for a reason. The person who has no purpose in

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1 Emerald V. Douchon, 1982, Improving the Teaching of Reading, USA, p. 84
reading can bring nothing to the reading, and the activity is bound to be meaningless.

2. Reading is selective because we normally only attend to what is relevant to our purpose.

3. Reading is anticipatory because we are rarely surprised by what we read; our purposes define our expectation.

4. Reading is based on comprehension because despite an ever-present possibility of ambiguity, the act rarely leaves us confused.

Hamid Fuazilani notes that the comprehension of a text is an interactive process between the readers' background knowledge and the text. Efficient comprehension, thus, requires the ability to relate the textual material to one's own knowledge. Therefore, teachers have to help students change their inefficient reading habits like reading word by word or focusing too much attention on form and relying meaning on dictionary, to improve the students' ability to comprehend the text through efficient reading.

In addition, the reading teacher also needs to know when is the student ready to read? What aspects that are needed for adequate comprehension in the reading? etc. Those aspects are important matter to be considered. Martha Dahlmann says that reading readiness is a broad term that can be used appropriately at every level of reading instruction. Whereas, Emerald V. Dechant says that reading readiness may be described as the teachable

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moment for reading: the point in time when the student is ready to learn how to read.¹

The writer considers that reading readiness is an important aspect to achieve or comprehend the reading text. Unfortunately, most of students are poor in their reading comprehension because not all of them are ready to read. The second year students of SLTP alternative Qayyuh Thayyibah (QT), Kalibening, Salatiga also have similar patterns to comprehend written texts. It may be caused by some factors which make the students unready to comprehend the reading texts as follows:

1. Motivation

The students themselves frequently exhibit low motivation and high levels of fatigue. They have low motivation to achieve. Sometimes, the teacher lacks to motivate the student to achieve.

2. Attention/interest

Occasionally, the students show little enthusiasm for reading and their attention is poor. They are uninterested in English reading books, thus, sometimes they are lazy to read.

3. Experience

The students with favored experience (basic knowledge/ background of knowledge) tend to do well in reading, but those with inadequate experience tend to do poorly.

4. Intellectual development

¹ Frankel V. Dechert, op. cit., p. 115
The intelligence is a mix of maturation and experience. Thus, the students who are maturated and experienced deficiency are perhaps generated to achieve.

5. Inadequate reading books make students have a few resources

All those factors may influence students’ reading comprehension. Thus, to achieve reading comprehension, a reading teacher must not only know about factors that prohibit comprehension but must also promote students’ reading comprehension skill.

Recognizing that reading readiness is an important matter of concern throughout the various stages of reading instruction. Therefore, the writer would like to know whether there is the influence of reading readiness to reading comprehension. To prove this assumption the writer is interested in doing a research entitled “THE INFLUENCE OF READING READINESS TOWARD READING COMPREHENSION OF THE SECOND YEAR STUDENTS OF SLTP ALTERNATIVE QARYAH THAYYIBAH, KALIKENING OF SALATIGA IN THE ACADEMIC YEAR OF 2007/2008.”
B. The Problem Statement

Based on the explanation discussed above, the writer formulates the problems as follows:

1. How is the profile of reading readiness of the second year students of SLTP alternative Qaryah Thayyibah, Kalihening of Salatiga in the academic year of 2007/2008?

2. How is the profile of reading comprehension of the second year students of SLTP alternative Qaryah Thayyibah, Kalihening of Salatiga in the academic year of 2007/2008?

3. Is there any influence of reading readiness to reading comprehension of the second year students of SLTP alternative Qaryah Thayyibah, Kalihening of Salatiga in the academic year of 2007/2008?

C. The Objective of the Study

In this study the writer has some objectives as follows:

1. To find out the profile of reading readiness of the second year students of SLTP alternative Qaryah Thayyibah, Kalihening of Salatiga in the academic year of 2007/2008.

2. To find out the profile of reading comprehension of the second year students of SLTP alternative Qaryah Thayyibah, Kalihening of Salatiga in the academic year of 2007/2008.

3. To prove that there is influence of reading readiness to reading comprehension of the second year students of SLTP alternative
Qaryah Thayyibah, Kalibening of Salatiga in the academic year of 2007/2008.

D. The Benefit of the Study

The writer hopes that this research paper will have some benefits in English teaching learning.

1. Theoretically

a. The result of this research can be used as input in language learning for SLTP alternative Qaryah Thayyibah, Kalibening of Salatiga

b. The result of this research can be used as the reference for those who want to conduct a research in language learning.

2. Practically

a. The reader will get a large knowledge of reading readiness and reading comprehension.

b. The researcher hopes that the result of this research can improve the language teaching learning process in SLTP alternative Qaryah Thayyibah, Kalibening of Salatiga.

E. Review of Related Researches

In this thesis, the writer reviews several research results concerning reading. The first study was researched by Annis Primadani in 2004. She conducted a research entitled "THE INFLUENCE OF STUDENTS'
PERCEPTION ABOUT ENGLISH TEXT COMPREHENSIBILITY TOWARD THEIR READING COMPREHENSION SKILL of the second year students of SMU 3, Brebes in the academic year of 2003/2004". She found that there was a significant correlation between students' perception about English text comprehensibility and reading comprehension skill. Moreover, she found that the influence of students' reading comprehension skill was 64.99% and the residue was influenced by the other factors such as motivation, intelligence and so on.

The second study was researched by Siti Rohmatin. She conducted a research entitled "THE INFLUENCE OF STUDENTS' INTEREST TOWARD THEIR ENGLISH READING COMPREHENSION MASTERY (A case study of the second year students of MTs N 1, Salatiga in the academic year of 2003/2004)". She found that the students' interest in reading material is in a high scale level. Furthermore, she states that there was a positive correlation between students' interest and students' English reading comprehension mastery.

The last research was conducted by Marwanto entitled "THE INFLUENCE OF READING HABITS TOWARD READING COMPREHENSION ACHIEVEMENT (A case study of the second year students of MA Islam At Syaworkari, Salatiga in the academic year of 2003/2004)". He says that the students' attitudes toward reading comprehension achievement were very good. Some students liked and were enthusiastic to study English materials and most of them could understand
them. He also discovered that there was a positive correlation between
reading habits and reading comprehension achievement.

This thesis, however, is different from the previous researches. The
differences are as follows:

1. This thesis emphasizes on the influence of reading readiness toward
   reading comprehension.

2. The objective of this thesis is to find out whether there is correlation
   between the reading readiness and reading comprehension.

3. The object of the study is the second year students of SLTP alternative
   Qurayh Thayyibah, Kalibening of Salatiga.

F. Thesis Organization

This thesis is divided into five chapters as follows:

The first chapter is introduction; it consists of the background of the
study, the problem statement, the objective of the study, the benefit of the
study, review of related researches and thesis organization.

The second chapter is the review of related literature, which consists of
definition of reading, the reason of reading, definition of reading readiness,
reading readiness factors, factors related to reading disability, developing
readiness for reading, definition of reading comprehension, levels of reading
comprehension, factors affecting comprehension, and developing
comprehension in the classroom and theoretical hypothesis.
The third chapter is research methods that consist of research approach, types of the research, description of STTP alternative Qaryah Tinyyibah, population, sample, method of collecting data, data analysis, and statistical hypothesis.

The forth chapter is discussion that consists of research variable, data presentation, data analysis, hypothetical conclusion, and review of the research result.

The fifth chapter is closure that consists of conclusion and suggestion.

The last part is bibliography and appendixes.
CHAPTER II

REVIEW OF RELATED LITERATURE

There are many topics relate to this thesis by which the writer will discuss. The first is reading; it consists of definition of reading, the reason of reading. The second is reading readiness; it consists of definition of reading readiness, reading readiness factors, factors related to reading disability, developing readiness for reading. The last is reading comprehension; it consists of definition of reading comprehension, levels of reading comprehension, factors affecting comprehension, and developing comprehension in the classroom.

A. Reading

1. Definition of Reading

Daniel Hittleman cited by Dalimann says reading is a verbal process interrelated to thinking with other communication abilities—listening, speaking and writing. Specifically, reading is the process of reconstructing from the printed partners on the page the ideas and information intended by the author.¹

White, Miles A. Tinker and Constance M. M. quoted by Dalimann says that reading involves the identification and recognition of printed or written symbols which serve as stimuli for the recall of meaning built up through past experience; and further, the construction

of new meanings through the reader's manipulation of relevant concepts already in his/her possession.

Reading is interacting with language that has been coded into print.

Cristine Nuttal cited by Edithia G. Simanjuntak, defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills, his/her cognitive skills, and his/her knowledge of the world. In this process, the reader tries to recreate the meanings intended by the writer.

Mark A. Clark and Sandra S. define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. 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 print, his/her prior knowledge is combined with the visual (written) information resulting in the comprehension of the message. Therefore, reading is actually a conversation between a

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2 Ibid.
5 Ibid. p. 5
writer and a reader. The original or the exact message the author means to communicate is really only known by the author. While the reader reads and interprets print from his own knowledge base there is no opportunity to verify what the author actually says or means.

2. The Reason of Reading

Francoise Grellet states that there are two main reasons for reading:

a. Reading for pleasure: This is probably the best reason to read anything. The reader has chosen the material for the purpose of enjoying himself.

b. Reading for information: This is order to find out something or in order to do something with the information you get.

B. Reading Readiness

1. Definition of Reading Readiness

Readiness as applied to reading is broad terms that can be used appropriately at an every level of reading instruction. There are some definitions of reading readiness proposed by experts as follows:

Amshele cited by Arthur, defines readiness as "the adequacy of existing capacity in relation to the demands of a given learning task".

According to Emerald V.O., readiness can and does result from an internal unfolding of the pupil's biological potential: this might be

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Francoise Grellet, 1981, Developing Reading Skill, Cambridge: Cambridge University Press, p. 4

Arthur W. Helman, op. cit., p. 80
described as maturational or constitutional readiness. Readiness thus may mean that the organism is mature enough to make the responses required for learning. Readiness then is defined as the developmental stage at which constitutional factors have prepared the pupil for instruction; it is an intrinsic state of the organism.²

Bruner cited by Emerald suggests that readiness depends at least in part on a fit between the child’s abilities (which are a product of the child’s genetic endowment, experience, and learning) and the way the child thinks.³

Reading readiness may also be defined as a state of general maturity which, when reached, allows a child to learn to read without excess difficulty.⁴

Based on the reviews above, the writer concludes that reading readiness has been defined as the point in which a person is ready to read, and the time over which a person moves from a non-reader to a reader. It is a complex concept involving many different contributing factors and developing through the interplay of learning with biological growth. It depends also, in part, on the fit between the child’s abilities and the way he thinks.

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² Emerald V. Dechant. 1982. Improving the Teaching of Reading. NJ: Princetel Hall, Inc., p. 59
³ ibid., p. 60
⁴ ibid., p. 60
⁵ Albert J. Harris. 1972. How To Increase Reading Ability. NY: David McKay Company, Inc., p. 21
2. **Reading Readiness Factors**

The major characteristics which are important in reading readiness are: age, sex, intellectual, auditory and visual discrimination, physical health, background of experience, language, emotional and social development, attention, interest, and motivation.

a. **Age**

In most school systems children are accepted into the first grade once a year, and there is a minimum age limit. Martha Dallmann states in his book, *The Teaching Reading*, that in most schools the rule is that a child must be six years of age by a designated date after the opening of the school year.\(^*\)

b. **Sex**

Another point that must be taken into account when considering the age of a child in terms of readiness for initial reading instruction is sex. Studies and observation indicate that the average girls become ready a little earlier than boys; and at the same age fewer girls would be late in reading readiness. Dorotha M. cited by Albert says that girls tend to begin talking earlier than boys, have larger vocabularies, and do more talk.\(^*\)

c. **Intellectual**

The most important factor in reading readiness is intellectual factor, which, being an average of many phrases of

\(^*\) Martha Dallmann, *Roger: L. Reich*, op. cit., p. 68

\(^*\) Aber, *J. Morris*, op. cit., p. 22
mental growth, is significantly related to most of the other factors. It is a function of both biology and environment. Biology sets the limits to children's mental development, but how close children come to attain their potential depends upon the environment and the use that they make of that environment. It depends upon opportunity, challenge, desire, nutrition, rest, self-discipline and so on.

Intelligence can be defined as "cognitive potential" or as the ability to profit from experience. Wechsler cited by Emerald defines it as the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment.¹³

The results of tests of general intelligence for children are usually expressed in terms of Mental Age (MA) and Intelligence Quotient (IQ). The MA refers to the level of mental growth that has been achieved, whereas the IQ refers to the rate of mental growth. Albert states that about 50% of children fall within the average IQ rank of 90-110, while about 25% are bright (110 and above) and 25% are dull or slow (below 90). Of the two measures, the MA tends to give the better short-range prediction

¹³ Emerald V. Beecher, op cit., p. 68
of performance during the next few months, while the IQ gives the better long-rang prediction. 16

d. Auditory and Visual Discriminations

Auditory discrimination merely means the ability to hear the similarities and differences of spoken language. At home or in school the idea is to provide a child with many opportunities to give evidence so he can identify and discriminate spoken sounds correctly. 16

Visual discrimination has goals to sharpen the students' skill in noticing similarities and differences in printed letters.

Auditory and visual discrimination activities and skills then should, like all other skills, be part of meaningful interesting language usage, whether spoken or written.

c. Physical Health

Teachers should always have such data of students' physical health that may be available in the office of the school nurse. Information that can be obtained through conferences with parents is also often helpful. Observation of the teacher can frequently get clues to the student's physical well being which may alert him to the need for referral to nurse or doctor. Generally, the physical defects which most frequently interfere reading readiness are poor vision and poor hearing.

16 Aben J. Harris, op. cit., p. 22
f. Experience Background

The general cultural level of a student's home is the most important determinant of the adequacy of his background of knowledge and experience. The students whose parents are educated and cultured grow up in a home which provides many opportunities for favorable development.

"Experience is a broad term that can include socioeconomic background, culture, the instruction received and the timing." Each of these factors plays a significant role in the student's reading development. Furthermore, Albert adds that since 1960 there has been a greatly increased interest in educational handicaps related to economic and culture disadvantages. Therefore, the student who has favorable experience tend to do well in reading; those who have inadequate experience tend to be poor and have difficulty in reading.

Language Factor

Adequate mastery of spoken language is important for progress in reading. The major aspects of language that seem most significant in reading readiness are;

a) The student's vocabulary

b) Mastery of sentence structure

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6. Linea d V. Decker, op. cit., p. 62
7. Albert J. Harris, op. cit., p. 32
c) Clarity of pronunciation

The mastery of language is depending on many factors. The most important of these are intelligence, hearing, and home environment.

h. Social and Emotional Developments

The social maturity of a student can be determined in part by observing his "at-home-ness" in group situations. It is of special importance to note his ability to cooperate with others in a group. Emotional maturity can roughly be gauged by the student's reaction to conditions that to him are unpleasant, to his willingness to consider the rights of others, and to his ability to sacrifice immediate pleasures for future gains."

i. Attention

Attention is also the important aspect. The students' inability to pay attention, together with an accompanying distractibility and impulsiveness, may well be the major problem for disabled readers.

j. Interest and Motivation

One of the most important aspects of readiness is the desire to learn to read. It is also dependent upon the student's motivational readiness; and poor reading or reading failure may

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15 Ibid
16 Martha Driscoll, Roger L. Reiger, op. cit., p. 94
be caused by students' interest. To achieve reading, the students must learn hard.

Motivation is the important aspect too, because without it the students will not read, and is interested in reading. A good teacher has to motivate them to desire to read. Besides that, there are some factors related to students' reading interest as socio-economic and cultural factors, intelligence, and sex differences of the students that the teacher has to recognize.

3. The Factors Related to Reading Disability

There are some factors that prohibit to succeed reading ability as general physical conditions, sex of the learner, visual and auditory efficiencies, and neural inadequacies.

a. General Physic Condition

Numerous studies have dealt with the effect of poor health to reading ability. There are many causes that may influence reading ability as follows:

1) Disease or illness such as glandular dysfunction, asthma, etc.

2) Food, eating habits, hunger, and poor nutrition of students are related to their overall functioning and also may be a direct cause of poor learning.

"Ennxcid V, Decahn, op. cit., p. 76"
3) Complication of pregnancy and birth prematurely often bring about physical conditions.

4) Low vitality.

Because physical condition is influential reading teacher must be cautioned in interpreting the relationship of the previous factors to reading deficiency. Because, generally, physical inadequacies contribute to rather cause of reading problems.

b. Sex of Learner

The teacher has always been concerned with differences in achievement between boys and girls. One of the more obvious differences is in achievement in reading. Girls, as a group, achieve better than boys in reading. Girls maintain their superiority in reading, English usage, and spelling through the upper elementary, junior, and high school years. Reading in America, a reading report of the national assessment of educational progress in 1976 indicated that females continue to perform better in reading than males, with the differences being greatest at age seventeen.

c. Visual Efficiency

Eye defects, unless they are of a gross nature, are rarely an absolute bar to the child's becoming a good reader, but they do result in uncomfortable and inefficient reading. Success in
reading depends more on the underlying perceptual and assimilative processes than on visual efficiency. And yet reading disability can be clearly aggravated by inadequate sensory development or by visual deficiencies.

d. Auditory Efficiency

A key of reading skill is the ability to deal with phoneme-grapheme correspondences; and to do this, the pupil must have mastered certain auditory discrimination skills. Auditory adequacy includes hearing, listening, and comprehension. It encompasses auditory acuity, discrimination, blending, comprehension and auditory memory; all play a role in reading performance. They are especially important in oral reading and phonics. Auditory defects are most likely to hinder reading success when there is a severe hearing loss, when hearing loss involves deafness for high tones, and when instruction puts a premium on auditory factors.

c. Neural Adequacy

It is quite probable that biologically determined or hereditary defects and brain injuries are basic causes of reading disability in at least some cases. Neurological lesions or cerebral imbalance may impair both reading and speech and may influence handedness. Mixed laterality frequently seems to be related to retarded speech and retarded linguistic development.
d. Developing Readiness for Reading

Reading readiness is best developed in a class atmosphere which provides optimum conditions for physical, intellectual, and social development. There should be a rich variety of stimulating and informative experience which encourages children to look and listen attentively and to express their thoughts and feeling in many ways.

Here, the writer focuses on: the first is developing a concept and recognition of words; second is the development of language ability. It consists of developing speech, listening, speaking and understanding vocabulary; third is developing auditory and visual discrimination; fourth is improving an ability to remember; and the last is maintaining interest in reading.

a. Developing A Concept and Recognition of Words

The student beginning to read must very rapidly develop a concept for a word; they learn to interpret words. Concrete and specific concepts are probably developed first. Gradually, student engages in more complex abstract thinking.

However, not all students are capable of thinking on an abstract level. Goldstein and Sencer in Lerman found that aphasics are incapable of abstracting; they cannot use a word in its generic sense. Frequently poor readers as well tend to be like aphasics in the level of their interpretation.

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22 ibid., p. 115.
Arthur states that to develop student's concept, teacher can employ different methods, but most prefer to teach words related to the student's experiences. 

b. Developing Language Abilities

Since there is close relation between reading and other language skills, much can be done to help the student develop in all of the communication skills. The teacher can effect growth in reading skill or in abilities related to reading by wisely guiding activities that deal with speech, listening and writing.

1) Developing speech

Skill in speech plays a significant part in learning to read. The following point should serve as guidelines in the selection of procedures for the development of speech.

a) Student who needs help in speech should be given opportunity for special practice.

b) In oral expression both content and form should be emphasized.

c) The teacher should not talk too much

The followings are some ways in which the teacher can help students to improve the pattern of their expression.

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25 Arthur W. Holman, op. cit., p. 97
d) Providing many opportunities for free discussion during various activities.

e) Providing opportunities for the student to ask riddles that the class will try to answer.

f) Encouraging the students to tell stories, experience or daily life that they have heard or experienced.

2) Developing listening

In trying to help student develop better habits of listening, the teacher should utilize regular classroom activities whenever possible. The followings are ways in which student can be assisted in becoming better listeners.

a) As the teacher tells or reads stories to the students, he stops occasionally to ask questions that test their attentiveness.

b) Before the teacher reads a story to the class, the student are told that after the reading they will be asked to arrange in order pictures that illustrate the action of the story.

c) The students are encouraged to listen carefully to stories so that they can tell them to others.

d) The students draw up standards for good listening, such as looking at the person talking, not talking
while someone else talks; and not playing with anything while someone is talking.

3) Developing the Speaking and the Understanding Vocabulary

Growth in children's understanding and speaking vocabulary can be fostered in many ways, such as:

a) Providing opportunity to engage in work on significant areas of study, such as community workers. "New words" should be introduced as the need for them arises.

b) Reading or telling stories that include some unfamiliar words. The meaning of the words should be made clear.

c) Introducing songs and poems that contain new words.

d) Let some of students use the word in a sentence.

e) Use the word in later conversation or discussion.

f) Make certain that the students pronounce the word correctly.

c. Developing Auditory and Visual Discrimination

1) Auditory Discrimination

Some of the ways in which auditory discrimination can be developed as follows:
a) Giving orally words beginning with same sound with which another word begins. The teacher may write on the board the words named by the students, even though the students cannot read them.

b) Telling whether a sound that the teacher specifies is found at the beginning, near the middle, or at the end of each of a group of words named by teacher.

2) Visual Discrimination

The methods of stimulating growth in the ability to make visual discriminations are:

a) Asking the student to find the word in written expressions.

b) Listen to parallel columns of words in which the same words are used but in a different order.

c) Having the student find on a chart all the name of students in the room that begin with a specified letter.

d) Improving an Ability to Remember

The ability to remember plays an important role in reading. One cause of inadequate retention in reading is found in poor habits of attentiveness. A student who does not pay careful attention to what is going on cannot be expected to remember.
Here are some suggestions for increasing a student's memory span.

1) Making certain that the work is on the level of the student.

2) Making the work interesting enough so that the student will have reason to want to pay attention.

3) Keeping reasonable orderliness conducive to good attention in the room.

c. Developing and Maintaining Interest in Reading

The student, sometimes seems, restless, uninterested, when the teacher reads or tells stories; shows no interest in books or in learning to read. Those causes of language used may be too difficult or ideas are too strange for student’s comprehension.

Vary the type and difficulty of stories. The teacher can help student to improve their interest as follows:

1) Taking them to the school or public library where they can browse among the books and where, probably, the librarian will be willing to tell them a story.

2) Build simple reading stories from student’s own experience.

3) Praise generously the first signs of interest or attempts to read.
C. Reading Comprehension

1. Definition of Reading Comprehension

According to Emerald V.D., comprehension is a thinking process; it is thinking through reading. As such, it is dependent upon the learners' basic cognitive and intellectual skill; upon their background of experience (vocabulary, knowledge, concepts and ideas); and upon their language skills (knowledge of morphology, syntax, and grammar).24

Carroll in Peter H. Johnston contends that comprehension is a process which occurs immediately on reception of information and that only short-term memory is involved.25

Norman E. Gronlund states that comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words of numbers), by interpreting material (explaining or summarizing) and by estimating future trends (predicting consequences or effects).26

Edithia G. 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 good reasons to read. Assuming that these basic conditions have been met; that a student does have a real

24 Emerald V. Deeban, op. cit., p. 212
26 Norman E. Gronlund, 1985, Measurement and Evaluation in Teaching, N.Y: Macmillan Publishing Company, p. 514 (From a Selection of Articles and Chapters on Reading Papers)
interest in subject, knows enough about it, and knows the language well enough to make sense of the text.\textsuperscript{27}

Reading comprehension is the process of understanding and constructing meaning from a piece of text. Connected text is any written material involving multiple words that form coherent thoughts, phrases, sentences, paragraphs and so on. They are examples of connected text that can be read with comprehension.

2. Levels of Comprehension

Shah Mahmoud states that there are three levels of reading comprehension\textsuperscript{15} as follows:

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

b. \textit{Aesthetic reading} is the ability to appreciate artistically the style and overall quality of what is being read.

c. \textit{Critical reading} consists of making factual distinctions between common ideas, facts, and opinion. Critical reading requires

\textsuperscript{27} Bédiche G. Simanjunak, \textit{op. cit.}, p. 4

reading with an inquiring mind and with active, creative looking for false statement or means questioning, comparing and evaluating.

3. Factors Affecting Comprehension

The reading teacher must understand the factors that affect comprehension. He should help individuals overcome their shortcomings in comprehending what they read. Moreover, knowledge of the causes may help the teacher to prevent the occurrence of serious deficiencies. Those factors are:

a. Difficulty of material: one of the major causes of lack of comprehension on the part of boys and girls is that teachers expect them to read materials beyond their level.

b. Intelligence: a child's ability to comprehend in reading is sometimes limited by the conceptual "load"; that his mental ability enables him to carry. All the mechanical reading skills in the world will not enable him to read materials involving abstractions beyond the level of his understanding.

c. Environment: noisy surroundings, inadequate lighting, high or low temperatures, stimulating or distracting surroundings may interfere maximum comprehension.

d. Emphasis on word recognition: methods of teaching that concentrate on the recognition of individual words but neglect
attention to meanings that can be derived from connected discourse may account for deficiencies in comprehension.

a. Emphasis on oral reading: oral reading can have either a desirable or a detrimental effect on comprehension. At times of oral reading of a selection that is particularly difficult for the reader may increase his understanding of it, since he then not only sees but also hears what he reads.

f. Background for reading a selection: a frequent cause of poor comprehension is lack of an experience background essential to the understanding of what is being read.

g. Adjustment of reading techniques to purpose and type of material: Effective reading requires a flexible approach to the printed page. It means that the reader should be versatility in adapting the reading method to the reading purpose and to the nature of the material he reads.29

4. Developing Reading Comprehension in the Classroom

Two widely accepted requirements for the development of comprehension in the classroom are a. establishing a purpose prior to reading and b. asking questions before, during and after the reading. This methodology has come to be known as the guided or directed reading activity. The teacher manuals of basal programs thus contain questions to be asked before the reading and questions to be asked

29 Martha Dallmane, Roger l, Roach, op. cit., p. 165-167
after the reading. Other techniques for developing comprehension include:

a. Having pupils show by an illustration of the events (a drawing, map, chart, diagram or graph), by retelling the story, or by demonstration, that they have understood the content of what they have read.

b. Having pupils identify and state the topic sentence, write a title for the paragraph or story, or identify the details, directions, or sequence of material read.

c. Having pupils develop a formal outline of what they have read.

d. Having pupils summarize what they have read.

e. Having pupils provide the ending for a story which has not been read to completion or having them suggest alternate endings to a story that has been read completely.

f. Having pupils match pictures with sentences.

D. Theoretical Hypothesis

The theoretical hypothesis in this graduating paper says: there is a correlation between reading readiness and reading comprehension of the second year students of SLTP alternative Qaryah Thayyibah in the academic year of 2007/2008.

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30 Emerale V. Dochert, op. cit., p. 316-317
CHAPTER III
RESEARCH METHODS

A. Research Approach

In this research, the writer uses descriptive quantitative approach. According to Charles D. Hopkins descriptive research is generally used to classify procedures used to generate knowledge by studying conditions as they currently exist. It intends to explain the conditions through description of what now exists. Thus the purpose of the descriptive research is to make clear of the reality and phenomenon systematically and accurately. Descriptive methods is about collecting and analyzing data, finding model and drawing the conclusion based on the data.

Quantitative research is an essential investigative process. Someone investigates a type of social phenomenon by controlling, comparing, replicating, cataloguing, or classifying the subject. The quantitative data consist of the detailed description of situation, events, people interaction and behavior, direct quotation from people concerning about their experience, attitudes, beliefs, thought, correspondence, and case history.

According to Dudung, occasionally, quantitative research is translated as statistic research. This type of research demands numeral-graduates as the requirements, calculated by using statistic analysis. The first data collection

process is based on sampling technique, although in a certain step it is also used in qualitative research. 2

B. Type of the Research

This is a descriptive correlation research. According to Sumanto, correlation research is intended to determine whether there is a relationship possibly between two or more existing variables, and how far is there relationship. 3

In this research, the researcher investigates whether there is an influence between reading readiness and reading comprehension calculated by using arithmetical, and product moment correlation techniques.

C. Description of SLTP Alternative QT.

1. A brief information of SLTP alternative QT.

SLTP alternative QT was established by Drs. Bahrudin, the head of QT Farmer’s Trade Union (Sarikat Panghyuhan Petani QT (SPPQT)) of Salatiga, in July 2003 ago. It was supported by Kalibening village community and SPPQT. This school is located at Bahrudin house in Kalibening village, Tingkir, Salatiga. SLTP alternative QT is formally registered as an open school using the current national curriculum and SLTP N 1 Salatiga its foster school.

SLTP alternative QT was established by Drs Bahrunin because he sees that education in this country is becoming increasingly shoddy and expensive. Firstly, there were 12 students of the first year students of this junior high school. After graduating junior high school students of QT also built senior high school institution (SMM). Now, the total number of the students are 119. They are 74 students of junior high school and 45 students of SMM.

QT school education model is based on the community based alternative education which lacks forward to a civilized scientific society. It is utterly called alternative because it offers some basic principles of community based education as follows:

a. Freedom
b. Education for all
c. Participative
d. Need based curriculum (Kurikulum berbasis Kebutuhan)
e. Cooperative
f. Evaluation system is centered to students

These basic principles are implied in QT school, in which teachers, students, facilities/media and teaching instruments interact one another in the community (Community Based Education).

2. Organization structure of SLTP alternative QT:

Recognizing that established organization is important, the organization structure of SLTP QT is immediately built. It functions to
manage all education activities. The Organization structure of QT school consists of organizing committee and implementing committee.

(To be clear see appendix of TABLE 1)

3. The situation of teachers and staff

School institution needs qualified teachers to run teaching learning process and staffs to run the administration of the institution. The staffs are expected to accelerate all the institution activities so they can be performed effectively and efficiently. QT school has two staffs and seven teachers. Their existence is always needed in an every school or educational institution.

The main function of teacher in QT is as a tutor that facilitates students in their learning processes. Their activities are exciting because they manage all the activities themselves. In other words, teachers and students are a team.

4. The facilities of SLTP alternative QT

Occasionally, QT school uses everything around its environment as the teaching learning media, in teaching learning processes. In addition, it also uses community as the learning sources. Besides, this school also uses internet as the main medium in the processes. The teaching aids are as follows:

a. Computer 4 items
b. Internet 2 items
c. Laptop 2 items
D. Population

Population is the total number of things, individuals, people or anything that are investigated. The population of a research can be individuals, people, events, things, etc, that have certain characteristics.

According to Suharsimi Arikunto, population is all members of the research. Population is all individuals from whom data are collected. The populations of this research are the second year students of SLTP alternative Qur'ah Thayyibah, Kaliemen, Sukanja in the academic year of 2007-2008. There are 26 students. That consists of 18 boys and 8 girls. They are not only from poor farming families around Sukanja, but also from the outside town like Semarang, Temanggung, Boyolali, Cilacap and Cirebon. Their parent professions are various like lecturer, civil servant, teacher, trader,
farmer, etc. Some of the students who are from outside Salatiga live in
Islamic boarding school in Kalibening village and some of them live in a
boarding house next to their school. Therefore, they make them easier to go
to school by walking. (The students profile can be seen appendix.)

E. Sample

According to Suharsimi Arikunto: sample is a part of population that
represents the whole population. The sample of this research is the second
year students of SLTP alternative QT. This is called total sample because the
number of the population is less than 100. Therefore, all the population
becomes the sample of this research. Suharsimi Arikunto says that if the
respondents are less than 100, it is better to take all the respondents as the
sample.  

F. Method of Collecting Data

To collect the data, the writer used questionnaire and test as the
primary data collection; and interview and documentation as secondary data
collection.

1. Questionnaire

Questionnaire is a number of questions that are used to
investigate the conditions of the research objects. The questions relate
to the reading readiness of the second year students of SLTP

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5 Ibid., p. 114
6 Ibid., p. 120
alternative Qaryah Thayyibah, Kalibening, Salatiga. The result of the questionnaire becomes independent variable (X) in this paper.

2. Test

Test is a number of questions that are used to understand the quality of the research objects. The result of the test becomes the dependent variable (Y) in this paper.

3. Interview

Interview is a systematic data collection method conducted through interviewing the research objects.\(^3\)

The writer uses interview to verify the information obtained from questionnaire by asking question to the English teacher to know the conditions of the second year students to support the primary data collecting method.

4. Documentation

Documentation means finding data about variables in note books, transcripts, newspaper, magazines, meeting notes, agenda and so on.\(^4\)

This method is used to know the conditions of teachers, officers, students, teaching learning process, and location of the school.

G. Data Analysis

1. Arithmetical calculation is used to measure:

a. The score of reading readiness by using the following formula:

\(^4\) Suharniki Arfawati, op. cit., p. 202
\[ P = \frac{\sum X}{N} \times 100\% \]

In which:

- \( P \): The score obtained

- \( \sum X \): The sum of score \( X \)

- \( N \): Samples

b. The score of reading comprehension by using the following formula:

\[ P = \frac{\sum Y}{N} \times 100\% \]

In which:

- \( P \): The score obtained

- \( \sum Y \): The sum of score \( Y \)

- \( N \): Samples

2. Product moment correlation formula is used to know the correlation between reading readiness and reading comprehension. The formula is as follows:

\[
\rho_{XY} = \frac{\sum XY - \left( \frac{\sum X}{N} \right) \left( \frac{\sum Y}{N} \right)}{\sqrt{\left( \sum X^2 - \left( \frac{\sum X}{N} \right)^2 \right) \left( \sum Y^2 - \left( \frac{\sum Y}{N} \right)^2 \right)}}
\]
In which:

\[ r_{xy} \] = The correlation efficient of the scores

\[ xy \] = The sum of the multiplication of the \( x \) and \( y \) scores

\[ x \] = The sum of the \( x \) scores

\[ y \] = The sum of the \( y \) scores

\[ N \] = Number of respondent

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

- 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 excellent

II. Statistical Hypothesis

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

"There is no correlation between reading readiness and reading comprehension of the second year students of SLTP alternative Qaryah Thayyibah in the academic year of 2007/2008."
CHAPTER IV
DISCUSSION

A. Research Variable

Variable is a phenomenon that shows varieties. A variable falls two types, namely independent and dependent variables. An independent variable is a factor in which the researcher manipulates in order to see the effect any change will have. A dependent variable is a variable which depends on the other variable.

This research consists of two variables. They are as follows: the reading readiness; it is the independent variable (X), the reading comprehension; this is the dependent variable (Y).

B. Data Presentation

1. Reading Readiness

To know the students' reading readiness, the writer uses a questionnaire. There are twenty-five items and there are four choices in each question. The scoring systems of the questionnaire are as follows:

a. Answer a = 4
b. Answer b = 3
c. Answer c = 2
d. Answer d = 1

42
The distribution of the answers can be seen in the following table:

**TABLE 1**

**Reading Readiness (X)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Answer</th>
<th>Distribution</th>
<th>Reading readiness score (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Agus Nugi Alhaq</td>
<td>4</td>
<td>14 7 -</td>
<td>16 42 14 -</td>
</tr>
<tr>
<td>2.</td>
<td>Alaika Nugraha</td>
<td>2</td>
<td>22 4 1</td>
<td>8 66 2 1</td>
</tr>
<tr>
<td>3.</td>
<td>Annida Fathurroh Mayati</td>
<td>6</td>
<td>13 5 1 24 59 10 -</td>
<td>74</td>
</tr>
<tr>
<td>4.</td>
<td>Arif Saidatul Ila</td>
<td>8</td>
<td>10 3 1 4 32 39 6 4 72</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Chaerul Hadi</td>
<td>2</td>
<td>15 6 2 8 45 12 2 67</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Devinda Nengiyan</td>
<td>6</td>
<td>11 7 1 24 33 14 1 -</td>
<td>72</td>
</tr>
<tr>
<td>7.</td>
<td>Faris Nadjuk Makarim</td>
<td>4</td>
<td>14 17 1</td>
<td>16 42 14 -</td>
</tr>
<tr>
<td>8.</td>
<td>Hasim Hasan Basri Ahmad</td>
<td>3</td>
<td>8 7 7 12 24 14 7 57</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Heru Susanto</td>
<td>2</td>
<td>4 6 13 8 12 12 13 -</td>
<td>45</td>
</tr>
<tr>
<td>10.</td>
<td>Khisul Khotimah</td>
<td>8</td>
<td>9 6 2 32 27 12 2 73</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Maghfur Safrudin</td>
<td>7</td>
<td>7 9 2 28 21 18 2 69</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Muh. Fauzy Muinjaz</td>
<td>10</td>
<td>10 2 3 40 30 4 3 77</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Muhammad Abdul Malik</td>
<td>4</td>
<td>11 5 5 16 33 10 5 64</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Muhammad Nur Rohman</td>
<td>6</td>
<td>8 6 5 24 24 12 5 65</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Muhammad Ridho</td>
<td>6</td>
<td>3 4 10 24 15 8 10 52</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Muhammad Rofiqi Pudin Nugroho</td>
<td>7 5 6 7 28 15 12 7</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Muhammad Rosykh</td>
<td>9</td>
<td>14 2 3 36 42 4 - 82</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Muhammad Zulfikar Anan Tiaso</td>
<td>9</td>
<td>10 4 2 36 38 8 2 76</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Muhdan Fawaz</td>
<td>4</td>
<td>14 3 1 16 42 6 4 68</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Novan Ahmad Subhan</td>
<td>7</td>
<td>7 8 5 28 21 16 3 68</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Nur Fairiza</td>
<td>1</td>
<td>6 11 7 4 1 18 22 7 51</td>
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<td>22.</td>
<td>Nur Miftaul Haasanah</td>
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<td>23.</td>
<td>Siti Nur Maarifati</td>
<td>5</td>
<td>10 10 1 20 30 20 1 70</td>
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<td>24.</td>
<td>Siti Siti</td>
<td>4</td>
<td>9 7 5 16 27 14 1 62</td>
<td></td>
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<tr>
<td>25.</td>
<td>Sukron Makmun</td>
<td>7</td>
<td>9 9 - 28 27 18 1 73</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Umi Khoirriyah</td>
<td>3</td>
<td>20 2 - 12 60 4 - 76</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Score</td>
<td>140</td>
<td>229 147 84 360 837 294 84</td>
<td>(\sum \chi = 1775)</td>
</tr>
</tbody>
</table>
### TABLE II

The result of Reading Comprehension (Y)

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Reading comprehension score (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aqsa Najq Arwaq</td>
<td>65</td>
</tr>
<tr>
<td>2</td>
<td>Aralka Nugraha Abdullah</td>
<td>58</td>
</tr>
<tr>
<td>3</td>
<td>Alinda Fahnurah Mayani</td>
<td>79</td>
</tr>
<tr>
<td>4</td>
<td>Ali Saidatul Ula</td>
<td>72</td>
</tr>
<tr>
<td>5</td>
<td>Cheqri Hadi</td>
<td>58</td>
</tr>
<tr>
<td>6</td>
<td>Devinda Nengtyas</td>
<td>65</td>
</tr>
<tr>
<td>7</td>
<td>Faria Nadia Makarim</td>
<td>44</td>
</tr>
<tr>
<td>8</td>
<td>Hasim Hasan Badi Ahmad</td>
<td>51</td>
</tr>
<tr>
<td>9</td>
<td>Heru Susanto</td>
<td>44</td>
</tr>
<tr>
<td>10</td>
<td>Khusmi Khairim</td>
<td>72</td>
</tr>
<tr>
<td>11</td>
<td>Maglhar Shafuddin</td>
<td>72</td>
</tr>
<tr>
<td>12</td>
<td>Muh Rayyaz Muntaz</td>
<td>79</td>
</tr>
<tr>
<td>13</td>
<td>Muhammad Abdur Malik</td>
<td>79</td>
</tr>
<tr>
<td>14</td>
<td>Muhammad Nuri Rohman</td>
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Total Score = Σ Y = 1641
C. Data Analysis

To know the percentage of reading readiness and reading comprehension and the influence of reading readiness on reading comprehension, the writer is going to use the formula as follows:

1. Arithmetical Calculation

a. To find out the score of reading readiness, the writer uses the formula:

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

In which:

$$ \sum X = 1775 $$

$$ N = 26 $$

$$ P = \frac{1775}{26 \times 100} \times 100\% $$

$$ = \frac{1775}{26} $$

$$ = 68.27\% $$

Note: The score of reading readiness is 68.27%
b. To find out the score of reading comprehension, the writer uses the formula:

\[ P = \frac{\sum Y}{N \times 100} \times 100\% \]

In which:

\[ \sum Y = 1641 \]

\[ N = 26 \]

\[ P = \frac{\sum Y}{N \times 100} \times 100\% \]

\[ = \frac{1641}{26 \times 100} \times 100\% \]

\[ \approx 63.11\% \]

Note: The score of reading comprehension is 63.11%.

2. Product Moment Correlation Analysis

This formula is used to find out the correlation between reading readiness and reading comprehension:

\[ r_{xy} = \frac{\sum X Y - \left( \frac{\sum X \sum Y}{N} \right)}{\sqrt{\left( \sum X^2 - \left( \frac{\sum X}{N} \right)^2 \right) \left( \sum Y^2 - \left( \frac{\sum Y}{N} \right)^2 \right)}} \]
TABLE III

The square and multiple of X and Y

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\[ \sum X = 1775 \quad \sum Y = 1641 \quad \sum X^2 = 123007 \quad \sum Y^2 = 107645 \quad \sum XY = 113128 \]

\[ \bar{x} \quad \bar{y} \]

\[ \sum X \quad 1775 \]

\[ \sum Y \quad 1641 \]

\[ \sum X^2 \quad 123007 \]

\[ N = 26 \]
\[ \sum Y^2 = 107645 \]
\[ \sum XY = 113128 \]

\[
\begin{align*}
\rho &= \frac{\sum XY - \left( \frac{\sum X \sum Y}{N} \right)}{\sqrt{\left( \sum X^2 - \left( \frac{\sum X}{N} \right)^2 \right) \left( \sum Y^2 - \left( \frac{\sum Y}{N} \right)^2 \right)}} \\
&= \frac{113128 - \frac{(1775)(1641)}{26}}{\sqrt{\left( 123887 - \frac{(1775)^2}{26} \right) \left( 187645 - \frac{(1641)^2}{26} \right)}} \\
&= \frac{113128 - \frac{29127.75}{26}}{\sqrt{\left( 123007 - \frac{3150625}{26} \right) \left( 187645 - \frac{2692881}{26} \right)}} \\
&= \frac{113120 - 112029.88}{\sqrt{\left( 123007 - 121777.88 \right) \left( 107645 - 103572.34 \right)}} \\
&= \frac{1098.2}{\sqrt{1829.12(4072.66)}} \\
&= \frac{1098.2}{\sqrt{7449383.06}} \\
&= \frac{1098.2}{2729.35} \\
&= 0.402
\]
D. Hypothetical Conclusion

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

1. The score of reading readiness of the second year students of SLTP alternative QT, Kabibening Salatiga is good enough because the mean or the percentage of the readiness is 68.27%.

2. The score of English reading comprehension of the second year students of SLTP alternative Qurayh Thayyibah, Kabibening, Salatiga is also good enough. The mean or the percentage of English reading comprehension test is 63.11%.

3. The next statistical hypothesis that says there is no correlation between reading readiness (X) to reading comprehension (Y) is refused, because after consulting the critical r in the level of significant of 5% it is found that critical r for the number of samples 26 is 0.402. This means that countable r is higher than table. In other words, there is correlation between reading readiness and reading comprehension.

E. Review of the Research Result

Based on the arithmetic calculation on the reading readiness, the writer found that the score of reading readiness is 68.27%, the score of reading comprehension is 63.11%. It can be called that the score of reading
readiness and reading comprehension is good enough because the score of both variables is above the passing grade.

From the calculation of product moment correlation analysis the writer found that the arithmetic $r$ is 0.402. To understand the correlation of variable $X$ and variable $Y$, the arithmetic $r$ should be compared with table $r$. This is proven that arithmetic calculation is higher than table $r$ because $r_u$ is 0.402 while $r$ is 0.388. Therefore, the hypothesis that says there is a correlation between reading readiness and reading comprehension is proved.
CHAPTER V
CLOSURE

A. Conclusion

This study involves two variables namely: reading readiness and reading comprehension. There are three objectives having been stated namely: to find out the profile of reading readiness, reading comprehension and to predict the relationship between reading readiness and reading comprehension of the second year students of SLTP alternative QT, Kalibening, Salatiga, in the academic year of 2007/2008.

Based on the calculation, the writer draws conclusion as follows:

1. The profile of reading readiness of the second year students of SLTP alternative QT in the academic year of 2007/2008 is good enough. It can be seen from the score of reading readiness. The result of the questionnaire is 68.22 or 68.22%.

2. The profile of reading comprehension can be seen from the score of reading comprehension test. The result of this research shows that the score of the reading comprehension of the second year students of SLTP alternative QT in the academic year of 2007/2008 is 63.11 or 63.11%.

3. There is correlation between reading readiness and reading comprehension. Because rxy is higher than ry. It also shows that there is
a close correlation between two variables namely independent variable
(X) and dependent variable (Y), $r_a$ is 0.402 and $r$ is 0.388, so $r_a > r$.

B. Suggestion

At the end of this chapter, the writer would like to propose some
suggestions, which are expected to be useful for the English teacher and the
students of SLTP alternative QT, Kalibening, Salatiga.

1. To the teacher
   
   a. It is better if the teacher motivates the students to increase their
      interest in English reading material.
   
   b. It is better if the teacher chooses a suitable text for reading
      material.
   
   c. It is better if the teacher understands the characteristics of the
      students, so he/she is able to use the best strategies in his/her
      teaching of reading.
   
   d. It is better if the teacher pays attention to make the students
      active in the classroom in order that they are not afraid of reading
      English books.
   
   e. It is better if the teacher has textbooks or other English reading
      books and recommends the students to have them read.

2. To the students
   
   a. It is better if the students improve their interest in reading
      English books.
b. It is better if the students target achievement to increase their abilities in order to get good achievement in learning English.

c. It is better if the students make reading as their habit.

d. It is better if the students have textbooks or many resources of English reading in order that they can read the material firstly at home before they learn in class.
BIBLIOGRAPHY


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SMP Sombounnsart 1997
SMA Azizstan Patani 2000
Sunawiyah Ma'had Darul Ma'arif Patani 2003
State Islamic Studies of Salatiga (STAIN) 2007
APPENDIXES
LEMBAR KONSULASI SKRIPSI*)

Nama : MISS. SANTIA SAEHAT
Program Studi: BAII
Pembimbing: HUSANDI S. PRAMA
Asisten Pembimbing: 

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Salam, 7 - 9 - 2007
Pembimbing,

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Salatiga, 13 September 2007

Mungkutubul,
Pembantu Ketua Bidang Kemahasiswaan

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Nomor: ST.27/K-1/PP.00.94/1.13.0143/2007
Lamp : Proposal Skripsi
Hal : Pembimbing dan Asisten
Pembimbing Skripsi

Yth. 1. RUWANDI, S.Pd, MA
2.

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara diumumkan sebagai
Dosen Pembimbing, Asisten Pembimbing Skripsi mahasiswa:

Nama : SANITA SAESAHET
NIM : 11303003
Jurusan : TARBIYAH
Judul Skripsi : THE INFLUENCE OF READING READINESS TOWARD
READING COMPREHENSION OF THE SECOND YEAR
STUDENTS OF SLTP ALTERNATIVE QARYAH THAYVIBAH,
KALIBERING, SALATIGA IN THE ACADEMIC YEAR DF
2007:2008

Apabila dipanjang pada Saudara diminta mengetikkan tema Skripsi di atas.

Demikian untuk dikerjakan dan disampaikan.

Wassalamualaikum w.w.

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Yc. KEPALA ST.12 Qoryah Thoyyibah:
Di Kalibening Salatiga

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menentang bahwa:

Nama : MISS SANITA SAESAHET
NIM : 11305013
Mahasiswa : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan : Tarbiyah
Program Studi : Ta'ris Pendidikan Bahasa Inggris (TPBI)

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

Adapun judul yang diambil adalah:
THE INFLUENCE OF READING READINESS TOWARD READING
COMPREHENSION OF THE SECOND YEAR STUDENTS OF SLTP
ALTERNATIVE QORYAH THOYYIBAH KALIBENDING, SALATIGA IN THE
ACADEMIC YEAR OF 2007/2008

Dengan Pembimbing: RUCANDI, S.Pd, MA
Asisten Pembimbing:

Untuk penyelascaran Skripsi tersebut, kumpulan Bapak/Ibu memberi izin kepada
mahasiswa tersebut untuk menggunakan penelitiannya guna memperoleh data atau
keterangan dalam bentuk yang diperlukan di SLTP Qoryah Thoyyibah, mulai tanggal

Komedia atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Assalamualaikum w.w.

[Signature]

Dr. H. Moh. Sarrozi, M. Ag.
NIP. 150247014

Tambahan : Ketua STAIN Salatiga (sebagai tanda)
SURAT KETERANGAN

Nomor:

Yang berundung tangan di bawah ini:

Nama : Drs Bahrudin
jabatan : Kepala Sekolah SLTP Alternatif Qaryah Thayyibah
Kalibening, Salatiga

Menerangkan dengan sesungguhnya bahwa:

Nama : Miss Saniya Saesaheb
NIM : 11305015
Jurusan : Tarbiyah
Prodi : TBI
Mahasiswa : STAIN Salatiga

Telah melaksanakan penelitian di SLTP alternatif Qaryah
Thayyibah Kalibening, Salatiga, mulai tanggal 31 Juli s.d 14 Agustus
2007. Dengan judul skripsi:

"THE INFLUENCE OF READING READINESS TO READING
COMPREHENSION OF SECOND YEAR STUDENTS OF SLTP
ALTERNATIVE QARYAH THAYYIBAH, KALIBENING, SALATIGA,
IN THE ACADEMIC YEAR OF 2007/2008."

Demikian surat keterangan dilerbitkan agar dapat dipergunakan
seperti

Salatiga, 30 Agustus 2007

Kepala Sekolah

[Signature]

Drs. Bahrudin
Kuisiner

Nama : 
Jenis Kelamin : 
Nama / Kelas :

Petunjuk Pengerjaan:
1. Baca dan lanjuti setiap pertanyaan yang ada dengan baik.
2. Jawablah pertanyaan dengan memberi tanda silang (X) pada jawaban yang relevan serta sesuai dengan keadaan Anda.

1. Apakah Anda senantiasa hadir dalam ruang kelas sebelum pelajaran dimulai?

2. Apakah Anda senantiasa membaca buku-buku sebelum pelajaran dimulai?

3. Apakah Anda senantiasa membaca materi pelajaran sebelum guru menjelaskan pelajaran tersebut?

4. Apakah Anda senantiasa membawa kamus Bahasa Inggris dalam pelajaran Bahasa Inggris?

5. Apakah Anda senantiasa membawa buku manaun dalam pelajaran Bahasa Inggris?

6. Apakah Anda senantiasa membawa alat-alat tulis lengkap dalam pelajaran Bahasa Inggris?

7. Apakah Anda senantiasa mencari kata-kata sukar dalam materi bacaan?

8. Apakah Anda senantiasa mendiskusikan dengan teman Anda tentang arti kata-kata sukar yang belum Anda temukan?

9. Apakah Anda senantiasa membuat catatan penting yang berkaitan dengan materi bacaan?

10. Apakah Anda senantiasa membuang ulang catatan penting yang berkaitan dengan materi bacaan?

11. Apakah Anda senantiasa berusaha untuk menambah kasa kata Bahasa Inggris untuk menambah kemampuan membaca?
12. Apakah Anda senantiasa mendiskusikan materi bacaan dengan teman Anda sebelum pelajaran dimulai?

13. Apakah Anda senantiasa berusaha mengekapi catatan-catatan yang ketinggalan dengan cara membahas catatan dari teman Anda?

14. Apakah Anda senantiasa bertanya kepada guru Anda tentang arti kata-kata sukar yang Anda temukan dalam kamus?

15. Apakah Anda senantiasa berusaha mempelajari dengan baik setiap materi bacaan yang disampaikan oleh guru Anda?

16. Ketika di rumah apakah Anda senantiasa mempersiapkan kamus Bahasa Inggris sebelum Anda membaca?

17. Ketika di rumah apakah Anda senantiasa menyiapkan alat-alat tulis sebelum Anda membaca?

18. Ketika di rumah apakah Anda senantiasa mempersiapkan buku catatan sebelum Anda membaca?

19. Apakah Anda senantiasa memperhitungkan kandis penerangan di ruang belajar rumah Anda?

20. Apakah Anda senantiasa berusaha untuk memperhatikan ventilasi di rumah Anda sebelum Anda mulai membaca?

21. Apakah Anda senantiasa menjaga kecepatan di meja belajar atau di ruang belajar Anda?

22. Apakah Anda senantiasa memperhatikan berapa lama Anda bisa berkonsentrasi terhadap materi bacaan dan setiap jenis buku yang Anda baca?

23. Apakah Anda senantiasa mementukan rutinitas waktu untuk membaca setiap hari?

24. Apakah Anda senantiasa menentukan target dalam memahami isi dari materi yang Anda baca?

25. Apakah Anda senantiasa mengatur waktunya untuk membaca buku di perpustakaan?
READ THE TEXT CAREFULLY.

One of the tallest and most interesting animals in the zoo is the giraffe. This is the giraffe we saw at the zoo. It is male and it is about six meters tall.

The giraffe has big brown eyes which are protected by very thick lashes. The lashes are an important source of protection. They can also cover the giraffe's nostrils in order to protect its nose. It has brown spots on the skin and this coloring helps protect the giraffe. The giraffe also has two short horns on its head.

Like the camel, the giraffe can go for a long time without drinking water. One source of water is the leaves which the giraffe eats from trees. Since it is so tall, the giraffe can reach the tender leaves at the top of a tree.

The giraffe lives in small herds and often feed with other animals. A baby giraffe is two meters tall at birth. It can stand up by itself within a few minutes after birth and can run well in about two days.

The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometers per hour or stay to fight with its strong legs.
QUESTIONS

1. A good title for the text is ................
   a. a small animal
   b. giraffe and camels
   c. the tallest animal at the zoo
   d. the interesting camel

2. The tallest animal is .............
   a. giraffe
   b. camel
   c. elephant
   d. bear

3. A giraffe is about .......... meters long.
   a. three
   b. four
   c. five
   d. six

4. An important source to protect giraffe eyes are.......... 
   a. the thick lashes
   b. the thick nose
   c. the thick ears
   d. the thick horns

5. From the third paragraph, we can conclude that camels...............
   a. need more water than giraffe
   b. eat tree leaves for water
   c. do not need much water
   d. need water and do not need leaves

6. The giraffe can go for a long time without drinking water like.......... 
   a. elephant
   b. horse
   c. bear
   d. camel

7. In the third paragraph, the word leaves means ..............
   a. flower
   b. foliage
   c. branch
   d. root
8. The giraffe can reach the tender leaves at the top of a tree because ...........
   a. It is big
   b. It is small
   c. It is tall
   d. It is short

9. It is very common to see a giraffe ............
   a. alone
   b. with other giraffes
   c. in all parts of Africa
   d. around the world

10. In the fourth paragraph, the word herd means .............
    a. river
    b. bush
    c. flock
    d. jungle

11. A baby giraffe is about ..........meters tall at birth
    a. two
    b. three
    c. four
    d. five

12. In the fourth paragraph, we can conclude that a baby giraffe needs ..........,
    a. a long time to stand up by itself after birth
    b. a long time to run well after birth
    c. a few days to stand up by itself after birth
    d. a few days to run well after birth

13. From the last paragraph, we can conclude that if something frightens a giraffe, it 
    ..........,
    a. can walk away at about fifty kilometers per hour
    b. can run away at about fifty kilometers per hour
    c. can protect with its legs
    d. can fight with its weak legs

14. The word gallop in the last sentence means ..............
    a. run
    b. protect
    c. fight
    d. walk
### ANSWER

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TABLE I

Organization Structure of SLTP Alternative Qaryah Thayyibah

a. Structure of Organizing Committee

- **Chief of Committee**
  - Zuhadi Irfan

  - **Treasurer**
    - Siti Miskiyah

  - **Vice**
    - Sujono

  - **Member**
    - Jolul Sayuti

  - **Member**
    - Siti Aminah

  - **Secretary**
    - Drs. Ridwan

b. Implementing Structure

- **Administration Staff**
  - 1. Nurul Munawaroh
  - 2. Muhammad Abdul Muthalib

- **Headmaster**
  - Drs. Bahrudin

  - **Vice of Headmaster**
    - Achmad Darojet Junadi Kubro

- **Tutor**
  - 1. Kusumaningrum Barnoel S.Ag
  - 2. Ahmad Mundhaha Al Hasam
  - 3. Dowi Maryam, M. Pd
  - 4. Muhammad Abdul Muthalib
  - 5. Mujab, M.Ag
  - 6. Risqoesunnah S.Ag
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<th>No</th>
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<td>1</td>
<td>Agus Naji Athaq</td>
<td>Kab. Semarang, 16 Agustus 1994</td>
<td>L</td>
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<td>4</td>
<td>Arif Saadul Ula</td>
<td>Salatiga, 8 Juli 1994</td>
<td>P</td>
<td>Jl. Raden Rahmad No. 5 RT.6 RW.1 Kalibening, Kec. Tingkir, Salatiga</td>
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<td>5</td>
<td>Chandra Ranti</td>
<td>Ambarawa, 28 September 1994</td>
<td>L</td>
<td>Puponas Hidayatul Mutiadi-Ien Jl. Raden Fatah 20 Kalibening</td>
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<td>6</td>
<td>Dewi Indya Mariana</td>
<td>Salatiga, 3 Desember 1995</td>
<td>P</td>
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<td>Faris Nada Mokhtar</td>
<td>Salatiga, 29 Juni 1994</td>
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<td>Harun Susanta</td>
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<td>Citracap, 13 November 1994</td>
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<td>Ambarawa, 14 Maret 1994</td>
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<td>Salatiga, 7 Desember 1994</td>
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<td>Semarang, 6 Juli 1993</td>
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<td>Kab. Semarang, 26 Desember 1993</td>
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<td>Jl. Jefara Sadig No. 1, Kalibening, Kec. Tingkir, Salatiga 50744</td>
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<td>Dsn. Kwaengsan, Ds. Kelapaung, Kec. Susukan, Kab. Semarang</td>
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