THE INFLUENCE OF STUDENTS' PERCEPTION ON READING MATERIALS TOWARDS ACHIEVEMENT OF READING COMPREHENSION

(A Study of the Second Year Students of MAN Salatiga in the Academic Year of 2009/2010)

A Graduating Paper

Submitted to the Board of Examiners in Partial Fulfillment of the Requirements for the Degree of Education Islamic Studies (SPd.I) in the English and Education Department

By:

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ENGLISH DEPARTMENT OF EDUCATION FACULTY
STATE ISLAMIC STUDIES INSTITUTE (STAIN)
SALATIGA
2011
DECLARATION

In the name of Allah the most gracious and the most merciful.

In this occasion, the writer declares that this graduating paper is composed by the writer and it does not contain materials written or published by other people, except the information cited from references.

The writer is capable of a counting for this graduating paper if in future this is can be proven of containing others ideas or thesis.

The declaration is made by the writer to be understood.

Salatiga, March 8th, 2011
The writer

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ATTENTIVE COUNSELOR NOTES

Case: Miftahul Hidayati’s graduating paper    Salatiga, November/21/2010

Dear

The Head of State Islamic

Studies Institute (STAIN) of

Salatiga

Assalamu’alaikum wr. wb.

After reading and correcting Miftahul Hidayati graduating paper entitled “THE INFLUENCE OF STUDENTS PERCEPTION READING ON MATERIALS TOWARDS ACHIEVEMENT OF READING COMPREHENSION” (A Study of the Second Year Students of MAN Salatiga in the Academic Year of 2009/2010), we have decided and would like to propose that if it could be accepted by the education faculty, we hope it would be examined as soon as possible.

Wassalamu’alaikum wr. wb.

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A GRADUATING PAPER

"THE INFLUENCE OF STUDY PERCEPTION ON READING MATERIALS TOWARD ACHIEVEMENT OF READING COMPREHENSION

(A Study of The Second Years Student Of MAN Salatiga in The Academic Year 2009/2010)"

BY

MIFTAHUL HIDAYATI

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The graduating papers were approved by board of examiners of the English Department of the Faculty of Language of State Islamic Studies Institute (STAIN) Salatiga on March, 17th 2011 and have been declared eligible to obtain a degree of Sarjana Islamic Education in English

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MOTTO

Every body is beautiful on their own way

Do not ever give up when you fail

Experience is the best teacher

Do not think what you are, you are what you think

Do not say what you are, you are what you say
DEDICATIONS

☞ My beloved father and mother (Mr. Suparman and Mrs. Amanah)
   I will present all my life for you

☞ My beloved brothers and sisters (Hurotul A'yuuni, M. Ibnu Hassanudin and Jazaul
   Khoiriyatul W.)
   Without all of you my life is a vacuum

☞ All of my friends in TBI '06, you are my best friend

☞ My Ghoni Yanuar in some where, I will always hold my promise and
   I will be “there” for you
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9. The big family of RACANA DILAGA WORO SRIKANDHI sanggar Salatiga (Elista, Lia, Nary, and my friend all). Today must be better than yesterday.

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Wassalamu’alaikum w. w

Salatiga, 8march, 2011

The writer

Miftahul Hidayati
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CHAPTER I

INTRODUCTION

A. Background of the Study

English language is the first foreign language compulsory thought in Indonesia. Reading is one language of existing skill besides speaking, writing and listening. Reading comprehension is knowledge we receive after reading something. Reading is a language process requiring the understanding of written language. (Helman, Blair, Ruplay, 1961, p. 50)

A language learner will succeed with the proper motivation and interest. Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that move one to a particular action. The writer considers that interest can improve the students' motivation. It means that the students need interest for their learning process, so as in reading instruction process.

Reading is the one of mostly poorly developed of our skill and yet is a vital medium of communication (Anderson, 1969, p. 3). Reading is commonly referred to as a process, but when you study what happens when people learn to read you quickly discover that reading involves many process simultaneously. Reading is defined as language process from printed or written material (Howard, 1980, p. 34).

However it is far from our expectation that senior high school students still find same difficult in English comprehension since the essence or basic
objective of reading is comprehension (Frank, 1971, p. 164), it is important to know perception that may influence reading material of the reading comprehension.

The eyes sometimes move back to a part already read (Aderson, 1969, p. 3). 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, because having a good English reading ability will help the students understand any books written in English (Krashen, 1982, p. 134).

The process of reading English may be described in the following manner: in general, the eyes begin at the left hand side of the line of print, proceed with a series of pauses (tixations) along the line to the right hand side and then move smoothly back in a single sweep to the beginning of the text line. For a variety of reasons there is not always a regular succession of fixation paused from left to right.

Reading is a complex process. It is a composite of many skill, habits and attitudes. It is an act, performance, or response that the reader makes to the printed pages. Unfortunately certain factor may prohibit making the response. The physical-physichological factor affect reading performance, such as general physical conditions, sex related correlates, visual and auditory deficiencies and neurological in adequacies (Decant, 1982, p. 84).
Most students do not understand what they read: they just read in general and do not know what the text means so teacher must read the English text for them sometimes however, though teacher have read the text for students they are still not able to understand it reading material for the reading comprehension. Students' perception of the reading materials toward achievement may also and possibly influence their reading comprehension.

The many of student not like English book

Based on the explanation above the writer is interested in conducting a research on "THE INFLUENCE OF STUDENTS PERCEPTION ON READING MATERIALS TOWARDS ACHIEVEMENT OF READING COMPREHENSION (A Study of the Second Year Students of MAN Salatiga in the Academic Year of 2009/2010)".

B. Statement of the Problem

1. How is the profile of student perception about reading materials?
2. How is the profile of student achievement of reading comprehension?
3. Is there any influence of perception to reading materials toward achievement to the reading comprehension?

C. Objective of the Study

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

1. To find the profile of students' perception on reading material toward achievement
2. To find the profile of students’ reading comprehension though reading materials.

3. To prove whether the students’ perception of reading materials toward achievement to the reading comprehension.

D. Benefit of the Study

1. This research is expected to give input for MAN Salatiga

2. To develop and enrich knowledge in reading comprehension and reading materials toward better achievement.

E. Limitation of the Study

The study emphasizes on the influence of perception to reading materials toward their achievement of reading comprehension among second year students of MAN Salatiga. In order to focus this research, the writer limits the study as follow; the research is limited in using reading material to the reading comprehension.

F. Definition of Key Term

Avoiding some incorrect interpretations of this research title the writer want to clarity and explain the terms used

1. Reading

Reading is probably the most important skill you will need for success in you studies but according to Robert Lado reading is usually thought to students who are to read literate in the source language (Lado, 1971, p. 133)
2. **Reading perception**

Reading perception is a consciousness of the experiences evoked by a symbol – a process whereby sensory stimulation is translated into organized experience, or percept. Perception concerns itself with the way one process information that comes through the sense. Perception is initiated by a stimulation of the sense organs which in reading are the eyes. (Atkinson, 1971, p. 106) Perception is a sensation clothed with the perceiver’s wealth of past experience (Dechant, 1964, p. 25)

3. **Reading material**

Reading material that accompany the various basal reading series, there have been developed books, game, audiovisual aids, readers, and other supplementary materials to help children’s discrimination skill and such reading ability. (Dechant, 1964, p. 158)

4. **Achievement**

Achievement is something done with effort and still successfully, generally achievement is personal accomplishment, attainment of goals set by individual, or society in educational psychology (Martha Dallman, et al, 1982, p. 25)

5. **Reading comprehension**

Reading comprehension is not possible without the ability to pronounce the printed word (resounding) reading comprehension is to
understand a text that is read to the process of constructing meaning from a text (Decant, 1981, p. 312).

G. Review of Related Research

In this thesis, the writer reviews several research papers from the previous researches. The first was conducted by Siti Rohmatin with her research paper entitled: "The Influence of students Interest Toward their English Reading Comprehension mastery" (A case study of the second year students of MAN Salatiga in the academic year of 2003/2004). She said there was a positive and significant correlation between student interest and student English reading Comprehension mastery.

The second was conducted by Agus Johar Mundhofar with his research paper entitle "A Correlation between Reading speed and their achievement in Reading Comprehension" (A case study of the second year students of Man 1 Kalibawang Jogjakarta in the academic year of 2001/2002). The result of the correlation analysis show there was a significant correlation between the student reading speed and their achievement in the reading comprehension.

The third was conducted by Hafidz Zaen Ahmad in title "The use of an Electric Reading Methods to Reading Comprehension Of the Second Year Students of MT's Aswaja Tengaran in The Academic Year Of 2007/2008" he concluded that he method has positive affect to the reading comprehension mastery.
The fourth was conducted by Anis Primadani in title "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 2003/2004". She found that there was a significant correlation between students’ perception about English text Comprehensibility and reading comprehension skill moreover, students reading comprehension skill was 64,99% and the residue was influenced by the other factors such as motivation, intelligence and so on.

The last research paper was conducted by Sumarwan in title “The Influence of Directed reading and non- directed Reading Activities to Reading Comprehension of the second year students of SMP N 2 Suruh in the Academic 2007/2008”. There is no difference between students thought by directed and non directed reading activities to their reading comprehension. There is any significant different between students thought by directed and non- directed reading activities to their reading comprehension.

H. Hypothesis

Hypothesis is a predicted answer of the research problem until it is proofed with data (Suharsimi, 1993, p. 102). 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 explanation above the writer is going to formulate the following theoretical hypothesis as follows:
1. The students perception about reading comprehension an reading material is significant

2. There is a significant influence grand of students perception about reading materials toward their achievement of the reading comprehension

I. Method of the Study

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

1. Method of subject determination

   a. Population

      Suharsimi Arikunto states that the Population is all members of the research subject. Population is all individuals from whom the data are collected. (Arikunto, 1998, p. 115). The population of the research is the second tear students of MAN Salatiga

   b. Sample

      Sample is a part or representative population, which is investigated (Arikunto, 1993, p. 115).

   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 the same opportunity to be the sample of research (Muhammad, 1981, p. 61)

2. Method of collecting data

a. Questionnaire method

Questionnaire is list of question or statement about students' interest which is given for the students at second class to find the information perception such as of reading materials like preference, aptitude and attitude.

b. Test

In this research, the writer also gives a test about reading material which should be done by the second year students of MAN Salatiga to measure their English reading mastery of the reading comprehension. In this research, the writer uses multiple choices for questionnaire and for reading material and comprehension test. Students are asked to answers the question. This is used to know the influence of perception to reading material of the reading comprehension.

c. Documentation

Documentation is finding data about variables in notes, book transcript, newspaper, magazine, meeting note, agenda, larger and so on. (Hadi, 1995, p. 193) 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 MAN Salatiga.

3. Data Analysis

a. Calculating the score of students perception of English reading Material by using following:

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

Explanation:

\( P \) = the score obtained

\( \sum X \) = the sum of score \( X \)

\( N \) = Sample

b. Calculating the score of students achievement English reading Comprehension by using following:

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

Explanation:

\( P \) = the score obtained

\( \sum X \) = the sum of score \( X \)

\( N \) = Sample

c. Calculating score of students’ perception about reading material toward their achievement the reading
comprehension. Here, the writer uses product moment as follows:

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

Explanation:

$r_{xy}$ = Coefficient correlation between X and Y  
$XY$ = Multiplication between X and Y  
$X$ = Free variable, that is students' reading material  
$Y$ = Bound variable, that is students' Reading comprehension  
$N$ = the sum of population  
$\Sigma$ = Sigma

J. Thesis organization

Chapter I : The introduction in this chapter writer will come to introduce discussion related to background of the problem, statement of the problem, the objective of the study, the benefit of the study, limitation of the study, defines of key term, review of related research, hypothesis, methodology of the study and thesis organization.

Chapter II : The review of related literature presents the discussion on some theories of research which includes Theories reading, reading material,
reading comprehension, achievement and perception reading achievement of
reading material the reading comprehension.

Chapter III: The research report general of MAN Salatiga, respondent
MAN Salatiga, scores of perception of reading material toward achievement
of reading comprehension.

Chapter IV: The research finding in this chapter the writer will presents
the data, data analysis and discussion of the finding

Chapter V: The closure that consists of conclusion and suggestions.

The last part is bibliography and appendix.
CHAPTER II

THEORETICAL REVIEW TEACHING 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, same complementary to another, while that is other contradictory. Because complexity of the reading process and because of reading act, it is not strange that they are numerous.

Reading is probably the most important skill one will need for success in his studies. But according to Robert Lado reading is usually thought to students who are reading literate in the source language (Lado, 1971, p. 133).

Edithia G. Simanjutak defines reading is the meaningful interpretation of printed or written verbal symbol. (Simanjutak, 1998, p. 14). It means the reading is a result of the interaction between perception of graphic symbols that represent language and the reader’s language skills, cognitive, skill and the knowledge of the world.

Wilga M. Rivers states, reading is most important activity in a language class, not only as a source of information and pleasure activity, but also as a means of consolidating and extending one’s knowledge of the language (Rivers 1981, p. 259).
In accordance with Edithia G. Simanjutak, Mark A Clark and Sandra Silbrestein state, reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning (Simanjutak, 1998, p.15) Reading is the instantaneous recognition of various written symbols, simultaneous of the association of these symbols with exiting 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 massage.

Shah Mahmoud states, reading is ability to comprehend, not simply to recognize letters, form, and symbols. (Mahmoud 1992, p.102) It means that without comprehension, reading may prove to be almost useless. In accordance with Martha Dallman, Dannie Hittelman definition, 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. (Dallmann, 1972, p. 22)

1. The Purpose of Reading

Shah Mahmoud states that the purposes of the reading (Mahmoud 1992, p. 103) are:

a. Reading for specific information

Reading for specific information is a common from of reading use to discover specific or limited information.
b. Reading for application

Reading for application is used to accomplish a special task.

c. Reading for pleasure and entertainment

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

d. Reading for ideas

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

e. 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.

2. Aspects of Reading

Some of the aspect of reading, which deserves both specific attention in isolated learning situation and at other one, more balanced attention in
more normal reading situation are word recognition, comprehension and reflection. There are the aspects of reading as following:

a. Word recognition

Reading is chiefly skill in recognizing words continues to enjoy support in respectable and influential quarters. Today, the favorite expression at adherents to this view of reading is in decoding the printed page, thesis, recognizing some oral equivalent of the written symbol.

b. Comprehension

The vast majority of teachers do not endorse the claim that the individual who can recognize words interest read to them. Comprehension is an absolute necessity in reading.

c. Reflection

Many educators have pointed out that word recognition and comprehensions do not comprise the total of reading act. During of the process of reading, when defined as gaining meaning from the printed page, it is necessary to be able to hold ideas as they occur and conceptualize meaningful interpretation through reflection. (Arthur, 1981, p. 50)

3. The Strategy of Reading

There are some techniques in reading. They are: (Stephen, 1982, p.134)

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

b. Scanning

Scanning is making a quick overview of 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 question.

c. Extensive reading

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

d. Intensive reading

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

B. Perception of Reading

Perception of part to whole relationship involves the ability to integrate art into a meaningful whole and to separate a whole into its component parts, a skill which is needed in spelling and reading (Decant, 1971, p.134)
Reading a book is one characteristic act perception, which occurred 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
faculty of perceiving the result of perceiving as distinguished from the act of
perceiving (Webster, 1981, p. 702)

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 best understood.

Perception obviously involves more than the transmission of nerve
impulses by the sensory system. The information is interpreted by the brain,
which constructs an image from a composite of information extracted from
the retinal pattern and from information from past visual inputs retrieved from
memory. The inner image, mental experience, or percept which results is not
and exact photographic copy of the optical pattern thrown on the retina by an
object. Thus, comparison of the eye to a camera is not an entirely accurate
analogy. The fact is that one does not see the retinal image; one sees with the
aid of the retinal image, and with this information one constructs the internal
representation of object called "conscious experience".

As indicated earlier, the study of eye move men shows that because of
the narrowness of fovea vision (the point of clears vision) and the because the
Aye movements or saccades occur every twentieth of a second, the inner visual world must be constructed on the basis of information taken in during many distinct fixations.

In summary, perceptual research clearly indicates

1. That perception always goes beyond what the senses provide.

2. That both the external stimulus and a central cerebral process determine what is finally perceived.

3. That what is perceived is dependent upon the perceiver’s past experience.

   People perceive the world in terms of "what they are" as much as "what it is". (Decant 1964, p. 27)

C. Achievement

1. Definition of Achievement

   Waton and Aylesbury say; Achievement is something done with an effort and skill successfully. (Waton 1987, p. 8). In general achievement is a personal accomplishment, attainment of goal go by the individual or the society in educational psychology. Achievement is perhaps the most commonly used to measure achievement effect. However, the common use of testing is acceptable by educations decision makers.

   The accepted credibility of testing as measurement device appears and has four characteristic as follow:

   a. It is seemingly an objective measurement

   b. Test result is to infer student’s and inter groups comparison
c. Testing has been a traditional characteristics of educational systems and has been assumed to promote student's discipline and effort, and
d. Standardizes testing can promote a centralization of education.

Measurement of achievement can be interested in five ways, those are as follows:

Achievement is act of achieving or performing; accomplishment; a great or heroic deed; a feat (Webster I 1971, p. 9). Achievement is a concrete result of an action done by an individual. It can be measured directly by using a test. The result can be seen and felt at a certain time. Basically, achievement is the proof of efforts reached.

2. The Factor of Achievement

Teaching is consciously effort of teachers to make student learn and reach and achievement there are two factors that influence English achievement the factor of achievement according to the theory of psychology is influenced by internal and external factor (Muhaimin, 1992, p. 46)

a) The Internal Factor

The internal factor consist of physical and psychological moods, physical modes cover, health fatigue and sensory factors. And psychological factors consist of observation, reaction, fantasy, associative intelligence, emotion, motivation, desire, attention and interests.
b) The external factor

The external factor consists of physical and social factors. Physical factors cover study space, study tools, lighting, ventilation, weather, nutrition, desk, chair, noisy and tranquilist. And social factor consists of parent sitting, play mates, study mates, teacher, principal and staff the learning achievement is classified as follows:

a. Cognitive achievement level

The cognitive achievement level concerns knowledge, comprehension, application, analysis, synthesis, evaluation and memory.

b. Affective achievement level

The affective achievement level involves receiving, responding, valuing, characteristics, organization and internalization.

c. Psychomotor achievement level

Psychomotor achievement level consists of movement, basic skill movement, perceptual movement harmony, complex skill movement, speech behaviors and expressive interpretative movement.
a. Reading material

Reading materials fall into two categories: (1) those which teach fact and understanding in any one of the numerous subject areas and (2) those whose chief aim is to teach the child how to read, that is, dealing with various skill that make up the reading process.

In addition to the readiness materials that accompany the various basal reading series, there have been developed books, game, audiovisual aids, readers, and other supplementary materials to help children's discrimination skill and such reading ability (Decant, 1964, p. 158)

b. Reading comprehension

1. Definition of Reading comprehension

Reading comprehension is not possible without the ability to pronounce the printed word (resounding) reading comprehension is to understand a text that is read to the process of constructing meaning from a text (Decant, 1971, p. 312).

In Michael Swan book entitled Inside Meaning Proficiency Reading Comprehension explored that Reading comprehension is the understanding we receive when we read something. (Michael, 1992, p. 14)

In reading we seek application, synthesis or evaluation to identify and make relationship by the using the type of analysis and synthesis in two ways. On other hands in relating one sentences to another and the other had relating what we read to what we already know and expect or wish to find.
We infer meanings positive relationship and uncover bids and unstated assumption. We evaluate what we read seek meaning in term of our own perception and past knowledge. In short, reading comprehension involves as a complex processing of information and ideas. This is effect of thinking. (Barry, 1979, p. 241)

According to Zorn's classification comprehension is one of elements or reading, which invisible. It is regarded as the invisible elements; because it cannot be attributed to certain activities which is can be seen, studied and understood. Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. (Helman, 1981, p. 242)

2. The Factor Effecting Reading Comprehension Achievement

The teacher must understand the factor that effect comprehension. If they must help individuals overcome their shortcomings in comprehending what they read. More over knowledge of the causes may help the teacher to prevent the occurrence of serious differences. These includes psychological and factor linguistic

a) Difficulty of material
b) Intelligence
c) Environment
d) Emphasis on oral recognition
e) Emphasis on oral reading
CHAPTER III
RESEARCH REPORT
A. THE GENERAL DISCISSION OF MAN SALATIGA
a. Geographical Location

Madrasah Aliyah Negeri (MAN) Salatiga is an educational college with Islamic characteristic. It has the same level as Senior High School. It is located on KH. Wahid Hasim street. Sidorejo Lor, Siderejo, Salatiga 56195. The school occupies 5113m². There are boarder's lines of MAN Salatiga follows:

1. At the south side is restricted by settlement.
2. West side is restricted by settlement.
3. North is restricted by settlement and Kauman Street
4. East is restricted by settlement by K.H Wahid Hasim street

There are other schools around MAN Salatiga, those are:

1. STEKO PAT
2. SMP Muhammadiyah Salatiga
3. MTs NU Salatiga
4. SMU 1 Salatiga
5. SMU 3 Salatiga

MAN Salatiga is also located in around of Islamic boarding schools, such as:

a. AL Hasan Islamic boarding school
b. Nurul Asna Islamic boarding school
c. Pancasila Islamic boarding school

So it is hoped that many junior high school in the future. In their environment the school has made collateral evidence for safety. Silence and peaceful atmosphere for students in undertaking learning. The location of the school near to Jetis market. The school also not far away from Poltas Salatiga.

b. The History of MAN Salatiga

In the beginning Madrasah Aliyah Negeri Salatiga was Pendidikan Guru Agama Negeri (PGAN) was change name become MAN (Madrasah Aliyah Negeri) based on a letter of decision by Religion minister of Republic Indonesian, number NO. 64/ 1990 which lay down at K.H Wahid Hasim street Sidorejo, Salatiga, MAN Salatiga is a state Islamic education college, which teacher exact ,social and religion science. As an educational college it has the same level as Senior High School, which teacher at last 30% in its curriculum. It was overtaken from PGAN Salatiga by government policy no.64 April 25th 1990.

Since in was overtaken, PGAN develops progressively by under control of the first principal of headmaster Djumadi, BA, in years 1990 until 1005. It develops some program e.i. Islamic science (A1), Physics (A2), Biology (A3) and Social science (A4).

In the 1996 Mr.H. Qowa’id took the principal hold in the year 1997 the attraction of national curriculum place, that influence all study program info Natural Science and Social Science program only. Under control by Mr.
Qowa'id’s MAN Salatiga added its facilities by establishing new classes in the year 1999 Drs. Qowa'id was mutated and the position over taken hold by Drs. Hadis and now was hold by Drs. Badharuddin M.Ag.

c. The structure of Organization

The structure of organization is a composition or people’s position in a cluster of job, so that there is an arranged in a pack for regularly job patterns, which has a goal for retrieving general target from its cluster. The following chart is the structure of organization in Madrasah Aliyah Negeri Salatiga.
TABLE I
THE ORGANIZATION CHART OF MADRASAH ALIYAH NEGERI
SALATIGA
Information:

1. Chief of school committee : Drs. H. Zulfa Mahasin, M.Ag
2. Headmaster : DR. H. Badaruddin, M.Ag
3. Head of dericarity : Edy Pramono, S.Pd
4. Vice headmaster of curriculum : Joko Susilo, S.Pd
5. Vice headmaster medium of infrastructure : Aris Handoyo, S.Pd
6. Vice headmaster of public relation : Drs. Mahsun, A, M.Ag
7. Vice headmaster student : Drs. Nasuha
8. Staff of boarding school : Sukarman, S.Pd
9. Staff of Kesra / lobsos : M. Shidiq Purnomo, S.Pd
10. Counseling coordinator : Drs. Asifudin
11. Teacher of counseling guidance : Drs. Hartatik, Sofiyana R. S.Psi
12. Staff of teaching : Drs. Kastomo
13. Staff of performance review : Drs. H. Fahrurozi
14. Staff of Laboratory : Dra. Sumiyarti
15. Staff of Laboratory : Muh. Kholil, S.Pd, M.Sc
16. Staff of Laboratory language / comp : Ameliasari TK, SE
17. Class of guardian : Teacher
18. Head of librarian : Dra. Fatonah, S.Ag
19. Teacher : All teachers
20. Student : All students
21. OSIS of counselor : Drs. Saefudin
22. scout of counselor : Farhan Budi S., S.Pd
23. Medicine counselor : Hanifah, S.Pd
24. Staff of cooperation : Drs. Saefudin
25. Treasurer of UVHD : Drs. Joko Suparmo
26. Treasurer of inventories : Kurnaedi
27. Care-taker : Harno A.Md
28. Students administration staff : Anggun Taruna
29. Staff of cooperation : Afiyati Baroroh
30. Staff of medium of infrastructure : Fahrudin
31. Security : Agung Heryanto
32. Gardener : Damsuki

d. Vision and Mission of MAN Salatiga

1. Vision of MAN Salatiga

   a. To combine faithful, destitute and skill to prepare Islamic
generation more independent.

   b. To create human resources have creed and piety to the only one
God, good behavior having knowledge and skills, healthy in
personality, standing alone and in change of everything ,having
disciplines in community, nation and being wise in and astute
and having mature emotion.
2. Mission of MAN Salatiga

   a. Showing and carrying the democratic education.
   b. Having good loyalty to Pancasila UU 45 and GBHN
   c. Having good deed of knowledge and skill
   d. Developing management in school education.

   e. The equipments

   Teaching and learning process needs enough equipment. Equipment is all of
   facilities prepared to easier and accelerate teaching and learning process.

   **TABLE II**

   **LIST OF EQUIPMENTS ARE MAN SALATIGA**

   1. Building

<table>
<thead>
<tr>
<th>No</th>
<th>Medium and Instrument</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Headmaster room</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Headmaster room</td>
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</tr>
<tr>
<td>3</td>
<td>Administration room</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Teacher room</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Computer laboratory</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Chemistry laboratory</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Library room</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Classroom</td>
<td>23</td>
</tr>
<tr>
<td>9</td>
<td>Counselor room</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>Medium and Instrument</td>
<td>Frequency</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>10</td>
<td>Physic laboratory</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Mosque</td>
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</tr>
<tr>
<td>12</td>
<td>Bathroom</td>
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</tr>
<tr>
<td>13</td>
<td>Canteen</td>
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</tr>
<tr>
<td>14</td>
<td>Security guard</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>Sport field</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>Ceremonial field</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>Auditory</td>
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<td>18</td>
<td>Healthy room</td>
<td>1</td>
</tr>
<tr>
<td>19</td>
<td>Store house</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>Holy water place</td>
<td>2</td>
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</table>

2. **Office Equipments**

<table>
<thead>
<tr>
<th>No</th>
<th>Medium and Instrument</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Computer - printer</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Sewing machine</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>Telephone – Internet</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Printing machine</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Stencil machine</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>TV – VCD</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>UHV</td>
<td>2</td>
</tr>
</tbody>
</table>
f. The Situation of Teacher and Staff of MAN Salatiga

The formal education needs qualified people to work as teacher and some as administrator to undertake good teaching and learning process. There are teachers and staffs. They do activity as their job in teaching and learning activities and responsible toward extra curriculum programs.

TABLE III

LIST OF TEACHERS’ NAME

MAN SALATIGA

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher Lesson</th>
<th>Name of Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Islamic Education</td>
<td>1. Drs. Ishak</td>
</tr>
<tr>
<td></td>
<td>a. Al-Qur’an</td>
<td>2. Dra. Hj. Siti Mukasimah</td>
</tr>
<tr>
<td></td>
<td>Hadits</td>
<td>1. Dra. Umi Hamimah</td>
</tr>
<tr>
<td></td>
<td>b. Aqidah Akhlak</td>
<td>2. Jamaluddin, S.Ag</td>
</tr>
<tr>
<td></td>
<td>c. Fiqih</td>
<td>1. Dra. Hj. Siti Aisyah Z</td>
</tr>
<tr>
<td></td>
<td>2. Dra. Hj. Fatonah</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Siti Nurochmah, S.Ag</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Dr. H. Badaruddin, M.Ag</td>
<td></td>
</tr>
<tr>
<td>d. SKI</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Rodji'un, S.Pdl</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Srijanto, S.Ag</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>PKn</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Dra. Nur Nazilah</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Nur Hidayati, S.Pd</td>
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</tr>
<tr>
<td>3</td>
<td>Language</td>
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<tr>
<td></td>
<td>1. Dra. Sri Avrianita B</td>
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</tr>
<tr>
<td>a. Language and Literature</td>
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<tr>
<td></td>
<td>2. Agus Kimo, S.Pd</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Desy Arsianty, S.Pd, M.A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Wiwik Hapsari, S.Pd</td>
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</tr>
<tr>
<td>b. Arabic Language</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>1. Misbakhul Munir, S.Ag</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Siti Maesaroh, S.Ag</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Alfiah Dyah E, S.Ag, M.Pd</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Munjiati, S.Ag</td>
<td></td>
</tr>
<tr>
<td>c. English Language</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>1. Siti Mudrikah, S.Pd</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Hanifah, S.Pd</td>
<td></td>
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<tr>
<td></td>
<td>3. M. Waston Alhikami, S.Pd</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Nurul Jazimah, S.Pdl, M.Pdl</td>
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</tr>
<tr>
<td></td>
<td>5. Nur Jadid, S.Pdl</td>
<td></td>
</tr>
</tbody>
</table>
|   |   | 6. Khoiru Rakhman Abidin,  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>S.Pdi</th>
</tr>
</thead>
</table>
| 4 | Mathematics | 1. Drs. H. Saefudin  
|   |   | 2. Dra. Tri Jatiyah  
|   |   | 3. Drs. Kastomo  
|   |   | 4. Nur Ichsan, S.Pd  
|   |   | 5. Aris Handoyo w, S.Pd |
| 5 | Art Education | 1. Nining Sri Rejeki, S.Pd |
| 6 | Sport | 1. Drs. Nasuha  
|   |   | 2. Drs. M.Arif Ghanifianto |
| 7 | Social sciences | 1. Dra. Nurul Isnaini, S.Pd  
|   | a. History | 1. Dra. Siti Baroroh  
|   | b. Geography | 1. Dra. Hj. Anis Rosiqoh  
|   | c. Economy | 2. Ameliasari TK, SE  
|   |   | 3. Juminah, S.Pd  
|   |   | 4. Dewi Fitria, S.Pd  
|   |   | 5. Ulvi Khoirotun, S.Pd  
|   | d. Sociology / Antrophology | 1. Sukarman, S.Pd  
<p>|   |   | 2. Farhan Budi S, S.Pd |
| 8 | IPA | |</p>
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<thead>
<tr>
<th>Subject</th>
<th>Professors</th>
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<tbody>
<tr>
<td>a. Physics</td>
<td>1. Drs. H. Fahrulozi</td>
</tr>
<tr>
<td></td>
<td>2. Muh. Kholid, S.Pd, M.Sc</td>
</tr>
<tr>
<td></td>
<td>1. Drs. Hadi Mulyanto, M.Si</td>
</tr>
<tr>
<td>b. Chemistry</td>
<td>2. Dra, Sumiyarti</td>
</tr>
<tr>
<td></td>
<td>3. Sudaryo, S.Pd</td>
</tr>
<tr>
<td>c. Biology</td>
<td>1. Joko Susilo, S.Pd</td>
</tr>
<tr>
<td></td>
<td>2. M. Shidiq Purnomo, S.Pd</td>
</tr>
<tr>
<td></td>
<td>3. Irfiah Firoroh, S.Pd, M.Si</td>
</tr>
<tr>
<td></td>
<td>4. Maftuhatul Karim, S.Si</td>
</tr>
<tr>
<td>9 Technique, Inform. &amp; Comp.</td>
<td>1. Taslimatul Atsna F, S.Kom</td>
</tr>
<tr>
<td></td>
<td>2. Harno, A.Md</td>
</tr>
<tr>
<td>10 Foreign-language, Japans-language</td>
<td>1. Dyah Nurul Martiana</td>
</tr>
<tr>
<td></td>
<td>2. Dewi Ariyanti, A.Md</td>
</tr>
<tr>
<td>11 Art education</td>
<td>1. Laela Musdalifah, S.Pd</td>
</tr>
<tr>
<td></td>
<td>2. Ani Indrijanti, S.Pd</td>
</tr>
<tr>
<td></td>
<td>3. Mukti Sri Rahayu, S.P</td>
</tr>
<tr>
<td></td>
<td>4. Mayangsari I, S.Pd</td>
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<td></td>
<td>5. Budi Suryanto, S.Pd</td>
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<tr>
<td></td>
<td>6. Agus Joko Widodo, S.Pd</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------</td>
</tr>
<tr>
<td>1</td>
<td>H. Sururi, S.Jp</td>
</tr>
<tr>
<td>2</td>
<td>Munajat</td>
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<tr>
<td>3</td>
<td>Siti Nafiah</td>
</tr>
<tr>
<td>4</td>
<td>Tohir</td>
</tr>
<tr>
<td>5</td>
<td>Munif Rosyadi</td>
</tr>
<tr>
<td>6</td>
<td>Yuniati</td>
</tr>
<tr>
<td>7</td>
<td>Sugiarto</td>
</tr>
</tbody>
</table>

TABLE IV

STAFF CONDITION OF MAN SALATIGA
g. Students

The students who enter in MAN Salatiga do not only come from Salatiga area but also from the others like, Ambarawa, Boyolali and Semarang. The sum of are student of Madrasah Aliyah Negeri Salatiga for the last 3 years.

**TABLE V**

SEX STUDENTS' CONDITIONS IN ACADEMIC YEAR 2009/2010

<table>
<thead>
<tr>
<th>Class</th>
<th>Total Class</th>
<th>Total Students'</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>X</td>
<td>7</td>
<td>206</td>
<td>75</td>
</tr>
<tr>
<td>XI</td>
<td>7</td>
<td>219</td>
<td>56</td>
</tr>
<tr>
<td>XII</td>
<td>7</td>
<td>196</td>
<td>50</td>
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</table>
B. RESPONDENTS OF MAN SALATIGA

**TABLE VI**

THE NAME OF RESPONDENTS ON THIS RESEARCH

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ain Irhatin</td>
</tr>
<tr>
<td>2</td>
<td>Ani Muslihah</td>
</tr>
<tr>
<td>3</td>
<td>Arinda Putri Ramadhita</td>
</tr>
<tr>
<td>4</td>
<td>Danang Setiawan</td>
</tr>
<tr>
<td>5</td>
<td>Dani Ata vina</td>
</tr>
<tr>
<td>6</td>
<td>Devi Kusumawati</td>
</tr>
<tr>
<td>7</td>
<td>Dewi verawati</td>
</tr>
<tr>
<td>8</td>
<td>Dina Martini</td>
</tr>
<tr>
<td>9</td>
<td>Dita Kurnia Dewi</td>
</tr>
<tr>
<td>10</td>
<td>Erni Puji Astuti</td>
</tr>
<tr>
<td>11</td>
<td>Erni Saputri</td>
</tr>
<tr>
<td>12</td>
<td>Fahmadin Widyananda</td>
</tr>
<tr>
<td>13</td>
<td>Fulan Sari</td>
</tr>
<tr>
<td>14</td>
<td>Imroatus Solichah</td>
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<tr>
<td>15</td>
<td>Lailatul Munafidloh</td>
</tr>
<tr>
<td>16</td>
<td>M. Firman febriyanto</td>
</tr>
<tr>
<td>17</td>
<td>Maila Zahrotun Naja Ariningsih</td>
</tr>
<tr>
<td></td>
<td>M. Hilal Hariyono</td>
</tr>
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</tr>
<tr>
<td>19</td>
<td>Muslimin</td>
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<tr>
<td>20</td>
<td>Nila Aflahah</td>
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<td>21</td>
<td>Nur Abdilah Amin</td>
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<td>22</td>
<td>Nur Evita</td>
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<td>23</td>
<td>Nurus Sa'adah</td>
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<td>24</td>
<td>Retno Wahyuni</td>
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<td>25</td>
<td>Rikhanatul Janah</td>
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<td>Rulli Saksi Liyanti</td>
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<td>27</td>
<td>Siti Zulaihah</td>
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<td>28</td>
<td>Slamrt Siti Rahayu</td>
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<td>29</td>
<td>Titik Lilis Supriyanti</td>
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<td>Tsania Toyyibah</td>
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<td>Wisnu Kismoro</td>
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<td>Wulan Rahmawati</td>
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<td>Yusab Sukoco</td>
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<td>Zulaekah</td>
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<td>36</td>
<td>Erdo Revandi</td>
</tr>
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<td>37</td>
<td>M. Saeffudin</td>
</tr>
<tr>
<td>38</td>
<td>Dwi susanti</td>
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</table>
C. SCORES OF STUDENTS’ OF READING MATERIALS

TABLE VII

STUDENTS PERCEPTION READING MATERIALS

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Student’s Perception Score (X)</th>
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<tbody>
<tr>
<td>1</td>
<td>Ain Irhatin</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>Ani Muslihah</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>Arinda Putri Ramadhita</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>Danang Setiawan</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>Dani Ata vina</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>Devi Kusumawati</td>
<td>80</td>
</tr>
<tr>
<td>7</td>
<td>Dewi versawati</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>Dina Martini</td>
<td>75</td>
</tr>
<tr>
<td>9</td>
<td>Dita Kurnia Dewi</td>
<td>70</td>
</tr>
<tr>
<td>10</td>
<td>ERni Puji Astuti</td>
<td>75</td>
</tr>
<tr>
<td>11</td>
<td>Erni Saputri</td>
<td>80</td>
</tr>
<tr>
<td>12</td>
<td>Fahmadin Widyananda</td>
<td>75</td>
</tr>
<tr>
<td>13</td>
<td>Fulan Sari</td>
<td>60</td>
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<tr>
<td>14</td>
<td>Imroatus Solichah</td>
<td>70</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Score</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------</td>
<td>-------</td>
</tr>
<tr>
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**Jumlah** 3020
CHAPTER IV

RESEARCH FINDING

This chapter presents the way compute the students’ of perception Reading Materials towards Achievement of Reading Comprehension score. The perception reading materials are shown by the scores of the reading comprehension test.

A. Data Analysis

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

1. Independent Variable (x) is students’ of perception reading materials

2. Dependent variable (y) is students’ reading comprehension.

To find the significance of students’ of perception reading materials, reading comprehension and the influence students’ of perception Reading Materials towards Achievement of Reading Comprehension, the writer is going to use the formula as follow:

1. Arithmetical Calculation

a. To find the score of students perception of English reading material by using following:

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

Where is:

\[ \sum X = 2905 \]

\[ N = 40 \]
\[ P = \frac{\sum x}{N \times 100} \times 100\% \]

\[ P = \frac{2905}{40 \times 100} \times 100\% \]

\[ P = \frac{2905}{40} \]

\[ P = 72, 62\% \]

b. To find the score of students achievement English reading Comprehension by using following:

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

Where is:

\[ \sum x = 3020 \]

\[ N = 40 \]

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

\[ P = \frac{3020}{40 \times 100} \times 100\% \]

\[ P = \frac{3020}{40} \]

\[ P = 75, 5\% \]
2. Product Moment Correlation Analysis

This formula is used to find out the correlation between students’ perception about reading material toward their achievement the reading comprehension. Here, the writer uses product moment as follows:

\[
r_{xy} = \frac{\sum xy - \left(\frac{\sum x \sum y}{N}\right)}{\sqrt{\left(\sum x^2 - \left(\frac{\sum x^2}{N}\right)^2\right) \left(\sum y^2 - \left(\frac{\sum y^2}{N}\right)^2\right)}}
\]

TABLE XI

THE SQUARED AND MULTIPLE OF X AND Y

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N = 40

Σx = 2905

Σy = 3020

Σx² = 21875

Σy² = 234936

XY = 224970
\[ r_{xy} = \frac{\sum xy - \left( \frac{\sum x}{N} \right) \left( \frac{\sum y}{N} \right)}{\sqrt{\left( \sum x^2 - \left( \frac{\sum x}{N} \right)^2 \right) \left( \sum y^2 - \left( \frac{\sum y}{N} \right)^2 \right)}} \]

\[ r_{xy} = \frac{2905 - \frac{(2905)(3020)}{40}}{\sqrt{\left( 218075 - \frac{(2905)^2}{40} \right) \left( 234936 - \frac{(3020)^2}{40} \right)}} \]

\[ r_{xy} = \frac{224970 - \frac{8773100}{40}}{\sqrt{\left( 218075 - \frac{8439025}{40} \right) \left( 234936 - \frac{9120400}{40} \right)}} \]

\[ r_{xy} = \frac{224970 - 219.327,5}{\sqrt{[218075 - 210975,625][234936 - 228010]}} \]

\[ r_{xy} = \frac{5642,5}{\sqrt{[7099,38][6926]}} \]

\[ r_{xy} = \frac{5642,5}{\sqrt{49170305,9}} \]

\[ r_{xy} = \frac{5642,5}{7012,15} \]

\[ r_{xy} = 0, 80 \]

**B. Hypothetical Analysis**

From the calculation above, the writer formulates the hypothetical conclusions as follows:
1. The score of students’ perception reading materials is 72, 62 %. It can be called that the students’ perception reading materials is significant.

2. The score of students’ reading comprehension achievement 75, 5 %. It is called that the students’ reading comprehension achievement is significant.

3. The next statistical hypothesis that say there is no correlation between students’ perception reading materials (X) and students’ reading comprehension achievement is refused, because after consulting the critical \( r \) for the number of sample 40 is 0, 80. In other word, it can be said that research hypothesis which says there is significant correlation between students’ perception reading materials and reading comprehension achievement is proved.

C. Review on The Research Result

Based on arithmetical calculation on students’ perception reading materials, the writer infers that there is high score of students’ perception reading materials (72, 62 %). The next, score of students reading comprehension achievement is 75, 5 %. It can be called that the significant level of students’ reading comprehension is valuable.

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 table with the number of samples of 40 and level of significance of 5%. It is proven that arithmetic calculation is higher that table $r$ because $rh$ is 0.80 while $rt$ is 0.312. Therefore the hypothesis that says there is significant correlation between students' perception reading materials toward achievement reading comprehension is proved.
CHAPTER V
CLOSURE

This study involves two variables namely: students of perception reading materials towards achievement of reading comprehension. Three objectives have been stated: To describe the students' perception reading materials, achievement reading comprehension and to predict the relationships between the students' perception and the achievement reading comprehension of the second year students of MAN Salatiga in the academic year of 2009/2010.

A. Conclusion

Their items of conclusion will be presented that are related to the three problems of the study. The first will be concerned with the students' perception reading materials, the second is concerned with the reading comprehension achievement and the third will be concerned with relationship between the students’ perception reading materials and reading comprehension achievement.

Based on the result of the research, the writer concludes:

1. The profile of the students’ perception reading materials of the second year students of MAN Salatiga is in the high scale level as most of the students or 72, 62 % of the students belong to this category scale level.

2. The profile of the students reading comprehension achievement can be seen from the score of reading comprehension. The result of
this research shows that the score of reading comprehension achievement of the second year students of MAN Salatiga is 75.5%. It is in the satisfactory category scale level as most of the students.

3. There is a positive and significant correlation between students’ perception reading materials and students’ reading comprehension achievement, because $rh$ is higher than $rt$. It also shows that there is a close correlation between two variables namely independent variable ($X$) and dependent variable ($Y$), $rh$ is 0, 80 and $rt$ is 0, 312 so $rh > rt$

B. Suggestion

At the end this chapter, the writer would like to propose some suggestions which hopefully would be useful for the English teacher and the students.

a. The teacher

Since appropriate reading materials level is important, the teacher must be careful in chasing reading materials. They must explore their students. If they know their students well, they can choose appropriate reading materials. They must consider level of difficulties of reading materials.

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

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

The students should not only read the reading materials 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 text.
Bibliography


Martha Dallman, et. all, *The Teaching Reading*, Canada, CBS College publishing, 1982


Angket untuk siswa

Nama :
Kelas :
No Absen :

Petunjuk pengisian:
1. Tulis nama, kelas dan no presensi pada tempat yang tersedia.
2. Jawablah dengan memberi tanda silang (X) pada jawaban yang telah tersedia sesuai dengan keadaan Anda.

1. Apakah anda senang dengan pelajaran bahasa Inggris di sekolah?
   a. Sangat senang
   b. Senang
   c. Tidak senang

2. Selama satu semester ini apakah anda mengikuti pelajaran bahasa Inggris?
   a. Tidak pernah bolos
   b. Bolos satu kali
   c. Bolos lebih dari dua kali

3. Apakah anda suka membaca teks bacaan bahasa Inggris?
   a. Suka sekali
   b. Biasa saja
   c. Tidak suka

4. Berapa kali anda membaca teks bahasa Inggris dalam satu minggu?
a. Lebih dari dua kali
b. Satu kali
c. Kadang baca kadang tidak (tidak tentu)

5. Menurut anda apakah pelajaran Reading bahasa Inggris itu bermanfaat?
   a. Sangat bermanfaat
   b. Bermanfaat
   c. Tidak bermanfaat

6. Apakah yang anda lakukan jika guru memberikan bacaan berbahasa Inggris pada anda?
   a. Membacanya dan berusaha memahami isinya
   b. Membaca saja
   c. Tidak membaca

7. Apakah anda senang jika diberi tugas untuk mendiskusikan isi bacaan bahasa Inggris?
   a. Sangat senang
   b. Biasa saja
   c. Tidak senang

8. Apakah anda setuju jika guru memberikan pelajaran membaca bahasa Inggris?
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju

9. Apakah anda setuju jika guru anda menjelaskan bahwa belajar membaca dalam bahasa Inggris sangat berfaedah?
   a. Sangat setuju
b. Setuju
   c. Tidak setuju

10. Apakah anda tertarik untuk membaca bacaan bahasa Inggris?
   a. Sangat tertarik
   b. Biasa saja
   c. Tidak tertarik

11. Apakah anda selalu berusaha agar dapat membaca bacaan berbahasa Inggris dengan baik?
   a. Selalu berusaha
   b. Biasa saja
   c. Tidak berusaha sama sekali

12. Apakah anda suka semua tema yang ada dalam buku paket bahasa Inggris?
    a. Sangat suka semua tema
    b. Sebagian suka semua tema
    c. Tidak suka semua tema

13. Apakah anda setuju jika diwajibkan membaca bacaan bahasa Inggris?
    a. Sangat setuju
    b. Setuju
    c. Tidak setuju

14. Apakah anda setuju jika harus berusaha mencari informasi yang detail dalam bacaan berbahasa Inggris?
    a. Sangat setuju
    b. Setuju
    c. Tidak setuju
15. Apakah anda selalu berusaha agar dapat membaca bacaan berbahasa Inggris dengan baik?
   a. Selalu berusaha
   b. Biasa saja
   c. Tidak berusaha sama sekali

16. Apakah anda pernah merasakan bosan dengan pelajaran bahasa Inggris?
   a. Tidak pernah
   b. Kadang-kadang
   c. Pernah

17. Apakah pelajaran reading bahasa Inggris perlu keseimbangan antara teori dan praktik?
   a. Perlu
   b. Kadang-kadang
   c. Tidak perlu

18. Apakah menurut anda isi materi pelajaran reading bahasa Inggris saat ini sudah bervariasi?
   a. Sudah bervariasi
   b. Cukup bervariasi
   c. Tidak bervariasi

19. Apakah menurut anda penjelasan dari guru tentang main idea dalam paragraf mudah dipahami?
   a. Mudah
   b. Cukup dapat dipahami
   c. Sulit dipahami
20. Apakah anda sering bertanya jika guru menjelaskan main idea pelajaran reading bahasa Inggris?
   a. Sering
   b. Kadang-kadang
   c. Tidak pernah
READING COMPREHENSION TEST

Name : 
Number : 
Class : 

TEXT 1

One of the tallest and the most interesting animals in the zoo is giraffe. This is the giraffe. We saw at the zoo. It is about six meter tall.

Giraffe has big brown eyes which are protected by very thick lashes. The lashes are important sources of protection. They can also cover the giraffe’s nostrils in order to protect its nose. It has two sports on it her.

Like camel, giraffe can go far 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.

Giraffe lives in small headers and often feeds with order animals. A baby giraffe is two meter tall at birth. It can stand up by itself within a few minutes after the birth and can run well in about two days.

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.

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

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 …….. meter 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 camel…..
   A. Needs more water than giraffe
   B. Eats tree leaves for water
   C. Does not need much water
   D. Needs water and does 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. Brach
D. Root

8. A baby giraffe is about ...... meters tall at birth.
   A. Two
   B. Three
   C. Four
   D. Five

9. The word *gallop* in the last sentence means......
   A. Run
   B. Protect
   C. Fight
   D. Walk

10. It is very common to see a giraffe........
    A. alone
    B. With other giraffe
    C. In all parts of Africa
    D. around the world

**TASK 2: 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 servant, 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 grafts into their own form of expression. They found new methods of folding paper into pretty forms and image 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 or D!

11. The first paragraph tells us about....
   A. funeral rites
   B. The origin of origami
   C. Making their own expression
   D. What had happed in the 7th century A.D

12. “They found new methods of folding paper....” “They” refers to....
   A. Chinese
   B. Japanese
   C. Methods
   D. Arts

13. The main idea of paragraph two is.....
   A. The art paper folding
   B. Origami is highly creative art
   C. Pretty forms and images of folding paper
   D. The Japanese found new methods of folding paper

14. Which one is NOT correct according to the text?
   A. The art of paper folding is used in Chinese funeral rites
   B. The 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

15. 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 expressio

16. Other is a good luck symbol (Paragraph 3)
   A. Symbols
   B. Temples
   C. Ornaments
   D. Simple folds

17. The comedians try to delight the audience. The underlined word means to.....
   A. Make happy
   B. Understand
   C. Clarify
   D. Explain

TASK 3

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, Radial Mochtar, has instructed that rebuild on damaged road and bridges will be completed before the Idul Fitri holidays at the end of March.

Radinal said he ordered the state-own Construction Company P.T Adi Karya to begin the reconstruction immediately. He said choose the firm because it is now working on project in the area and has experience in handling similar kind of rebuilds. The company rebuilds both the kali Comal Bridge, 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, Porwodadi might be rebuilt before the end of March, allowing in the regencies 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 or D!

18. A good title for the text is?
   A. The Disasters
   B. Central Java
   C. The Kali Kuto Bridge
   D. The minister of public Work

19. According to the text, paragraph four talks about…….
   A. The firm is now working on project
   B. The project has a lot of experience
   C. The company rebuilds both of bridges
   D. Government ordered Radinal to begin reconstruction

20. Which statement is true according to the text?
   A. Floods destroyed the Kali Bridge in 1991
   B. P.T Adi Karya rebuilds the damage bridges in Demak
   C. The government sent building materials to the victims
   D. Floods had damaged the roads and bridges in Central Java

21. “The funds which are needed to reconstruct the damaged things”. This information can be found in paragraph…….
   A. 1
   B. 2
   C. 3
   D. 4

22. What was Radinal instruction?
A. To work on projects  
B. To calculate the funds  
C. To evacuate the victim  
D. To reconstruct the damaged things  

23. The main information of the text is about.....in Central Java.  
A. Roads  
B. Floods  
C. Bridges  
D. Planting schedule  

24. How many people had been killed?  
A. Tens of thousands  
B. 14 people  
C. 70 people  
D. All the people  

25. “He said chose the firm because it is now working on......... (Paragraph 4)”.  
“The firm” refers to.....  
A. The public ministry  
B. The government  
C. P.T Adi Karya  
D. The Agriculture Ministry
KEY ANSWER

1. C
2. A
3. D
4. A
5. C
6. D
7. B
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11. B
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16. D
17. A
18. A
19. A
20. D
21. B
22. D
23. B
24. C
25. C
CURRICULUM VITAE

Name : Miftahul Hidayati
Born : Kab. Semarang, 4th February 1988
Sex : Female
Nationality : Indonesia
Address : Gedangan Rt. 04 Rw. 06 Tuntang, kab. semarang
Education :
1. TK RA Masyithoh Gedangan 1990
2. MI Gedangan 1990-1996
3. MTs NU Salatiga 1996-1993
4. MAN I Salatiga 1993-2006
5. STAIN Salatiga 2006-2011
Organization Experience :
1. Dewan RACANA Salatiga 2008-2009

This curriculum vitae has written seriously and be able to responsibility by the writer.

Salatiga, March 8th 2011
The writer

Miftahul Hidayati
## DAFTAR SKK

**Nama:** Miftahul Hidayati  
**Jurusan/Progdi:** Tarbiyah/TBI  
**Nim:** 113 06 012  
**PA:** Dr. Rahmat Hariyadi, M.Pd

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Salatiga, 25 Februari 2011
Pembantu Ketua III
Bidang Kemahasiswaan

Agus Waluyo, M.Ag
NIP. 19750211 200003 1 001
Nomor : Sti.24/K-1/TL.01/1169/2010
Lamp : Proposal Penelitian.
Hal : Ijin Penelitian

14 Mei 2010

Kepada
Yth.Kepala MAN SALATIGA
di SALATIGA

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : MIFTAHUL HIDAYATI
NIM : 11306012
Mahasiswa : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris (TBI)

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

Adapun judul yang diambil adalah :
THE INFLUENCE OF STUDENT PERCEPTION TO READING MATERIALS TO READING COMPREHENSION OF THE SECOND YEAR STUDENTS OF MAN SALATIGA IN THE ACADEMIC YEAR OF 2009/2010

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

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan di MAN SALATIGA, mulai tanggal 17 Mei 2010 s.d. selesai.

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

Wassalamualaikum w.w.

a.n. Ketua
Pembantu Ketua Bidang
Akademik

[Signature]

Dr. H. Moh. Saerozi, M.Ag
NIP. 19660215 199103 1 001

Tembusan : Ketua STAIN Salatiga (sebagai laporan)
SURAT KETERANGAN
Nomor : Ma.11.58/PP.00.06/64-A/2011

Menunjuk Surat Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga, Nomor : Sti.24/K-1/TL.01/1167/2010, tanggal 14 Mei 2010 tentang Ijin Penelitian, bersama ini kami menerangkan bahwa:

Nama : MIFTAHUL HIDAYATI
NIM : 11306012
Dosen : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan/Program : Tarbiyah / Tadris Bahasa Inggris (TBI)

Benar-benar telah mengadakan Penelitian di Madrasah Aliyah Negeri Salatiga dari tanggal 17 s.d. 18 Mei 2010.

Demikian Surat Keterangan ini untuk digunakan sebagaimana mestinya.

Salatiga, 26 Februari 2011

Drs. H. Sudar, M.Ag
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TATAN:
TIAP KONSULTASI LEMBAR INI HARUS DIBAWA
SURAT KEPUTUSAN KETUA STAIN SALATIGA
NOMOR : ST.27/K-0/PP.00.9/693/2009

Tentang
PENGANGKATAN PENGURUS
RACANA KUSUMA DILAGA – WORO SRI KANDHI
GUDEP KOTA SALATIGA 02.237-02.238
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA
MASA BAKTI 2009/2010

KETUA STAIN SALATIGA

Menimbang : a. bahwa untuk melaksanakan kegiatan ekstra-
kurikuler yang bersifat minat bakat dan
kepemimpinan di bidang kepramukaan, maka
dipandang perlu mengangkat Pengurus Racana
Kusuma Dilaga – Woro Sri Kandhi Gudep Kota
Salatiga 02.237-02.238 Sekolah Tinggi Agama Islam
Negeri (STAIN) Salatiga Masa Bakti 2009/2010;

: b. bahwa mereka yang namanya tercantum dalam
Lampiran Surat Keputusan ini dipandang cakap dan
mencerminkan syarat untuk diangkat sebagai Pengurus
Racana Kusuma Dilaga – Woro Sri Kandhi Gudep Kota
Salatiga 02.237-02.238 Sekolah Tinggi Agama Islam

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang
Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005 tentang Guru
dan Dosen;
3. Peraturan Pemerintah Nomor 60 Tahun 1999 tentang
Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang
Standar Nasional Pendidikan;
5. Peraturan Pemerintah Nomor 55 Tahun 2007 tentang
Pendidikan Agama dan Pendidikan Keagamaan;
6. Keputusan Presiden RI Nomor 11 tahun 1997 tentang
Pendirian Sekolah Tinggi Agama Islam Negeri
(STAIN);
7. Keputusan Menteri Agama Republik Indonesia
Nomor 135 tahun 2008 tentang STATUTA Sekolah
Tinggi Agama Islam Negeri Salatiga.

Memperhatikan : 1. Surat permohonan Surat Keputusan dari Tim
Formatur Racana Kusuma Dilaga – Woro Sri Kandhi
Gudep Kota Salatiga 02.237-02.238 Sekolah Tinggi
Agama Islam Negeri (STAIN) Salatiga No. 02/Tim-
Form/Rac/Pram-STAIN/IV/2009
MEMUTUSKAN


KETIGA : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan akan diubah dan diperbaiki sebagaimana mestinya jika dikemudian hari terdapat kekeliruan dalam penetapannya

Kutipan Surat keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : SALATIGA
Pada Tanggal : 4 April 2009

Ketua,

[Signature]

[Name]

Salinan Surat Keputusan ini disampaikan kepada :
1. Pembantu Ketua Bidang Kemahasiswaan;
2. Kepala Unit Pembinaan Kemahasiswaan
SUSUNAN PENGURUS
DEWAN RACANA KUSUMA DILAGA – WORO SRI KANDHI
GUDEP KOTA SALATIGA 02.237-02.238
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA
MASA BAKTI 2009/2010

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<td>Litbang</td>
<td>Solikhin</td>
<td>Umi Laila Kasun</td>
</tr>
<tr>
<td></td>
<td>Hafidz Arif Rahman</td>
<td>Imma Dahliyan; Munir</td>
</tr>
<tr>
<td>Kerumahtanggaan</td>
<td>Fahrudin</td>
<td>Mursidah</td>
</tr>
<tr>
<td></td>
<td>Miftahudin</td>
<td>Miftakhul Hidayati</td>
</tr>
</tbody>
</table>

Ketua,

[Signature]

Dr. Imam Sutomo, M.Ag
NIP. 150216 814
GERAKAN PRAMUKA
KWARTIR CABANG KOTA SALATIGA

PIAGAM PENGHARGAAN
Nomor: 025/1132-B/13

Diberikan kepada:
Nama: Miftahul Hidayati
Jabatan: Bendahara

Atas partisipasinya mengikuti
KURSUS PEMBINA PRAMUKA MAHIR TINGKAT LANJUTAN (KML)
KWARTIR CABANG KOTA SALATIGA TAHUN 2010
yang diselenggarakan pada tanggal 25 sampai dengan 30 Januari 2010
di Kampus 2 STAIN Salatiga

sebagai
PANITIA

Semoga dedikasi yang dicurahkan turut memberikan kontribusi
yang nyata terhadap pembangunan Generasi Muda Indonesia melalui
Gerakan Pramuka.

Salatiga, 30 Januari 2010

Ketua Kwartir Cabang
Kota Salatiga

Drs. AGUS RUDIANTO, M.M.
NTA. 1132.00000.0000.001
Diberikan kepada

Mufidah Huda

Atas partisipasinya dalam acara Seminar Pembiayaan Pendidikan Kota Salatiga
dengan tema

"Efektivitas dalam Mengaplikasikan Anggaran Pendidikan dari APBD Kota Salatiga"
yang diselenggarakan oleh Dewan Mahasiswa (DEMA) Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga pada hari Rabu, 25 Maret 2009
Di Gedung Auditorium Kampus I STAIN Salatiga

sebagai:

PESERTA

Semoga bermanfaat dan bermakna bagi peningkatan kualitas pendidikan

Salatiga, 25 Maret 2009

KETUA DEMA
Arief Mufidah Huda
NM: 111 050 23

KETUA PANITIA
Pramu Kahfi

MENANGGUNGJAWAB:

PEMBANGUNAN KEGIATAN BUDAYA PEMAHASISWAAN

Drs. Mufidahuddin M.Ag
NTP: 150 263 215
GERAKAN PRAMUKA
RACANA KUSUMA DILAGA - WORO SRINKANDHI
GUDEP KOTA SALATIGA 02237 - 02238 STAIN SALATIGA
Sekretariat: Jalan Tentera Pelajar No. 02 Salatiga 50721

Nomor . 03 /ARR/XI/2009

diberikan kepada:
Miftahul Hidayat

Di Karanggondang, Kab. Semarang
6 – 10 September 2009
sebagai
PANITIA

Atas Partisipasinya Dalam
AMALAN RAMADHAN RACANA (ARR)
Tahun 2009
RACANA KUSUMA DILAGA - WORO SRINKANDHI
STAIN SALATIGA

Mengetahui,
PENEBINA 02.238
Dra. Astuti Sakdiyah, M.Pd
NTA 11.02.238.0081

KETUA RACANA 02.238
Fitri Fauziyah Ulfa
NTA 11.02.238.000409

KETUA SANGGA KERJA
SANGGA KERJA
KUSUMA DILAGA
WORO SRINKANDHI
NTA 11.02.237.0017

Salatiga, September 2009
MOVIE APPRECIATION AND BREAKING THE FAST
COMMUNICATIVE ENGLISH CLUB (CEC)
STATE INSTITUTE OF ISLAMIC STUDIES SALATIGA
PKM I Lt. II Jl. Tentara Pelajar No. 2 Salatiga 50721

In The Name of Allah The Most Beneficent and Merciful

CERTIFICATE
No. 02 / SEC / CEC / X / 2006

Hereby certifies that:

NAME: MIFIKANUH H
St. NUMBER: 12 06 012

Had participated in "MOVIE APPRECIATION and BREAKING THE FAST" held by Showbiz and Publishing Division and Public Relation Division of Communicative English Club (CEC), entitled "Insan Cita Ramadhan, Sukikatini Hati Menuju Ridlo Habil" on Friday, Oktober 6th 2006, as :

PARTICIPANT

Salatiga, October 6th 2006

Chief of Committee of MOVIE APPRECIATION AND BREAKING THE FAST

Putri Arifah

Sugita
In The Name of Allah The Most Beneficent and Merciful

CERTIFICATE

No. 03 / SEC / CEC / IV / 07

Hereby certifies that:

Name: Miftahud

Had participated in "Speech Contest"
held by Linguistic Division of Communicative English Club (CEC), as:

AUDIENCE / COMMITTEE

Chief of CEC

Siti Zuraidah

Chief of OC

Miftahudin

Salatiga, April 17th 2007
Turnamen Wushu Nasional Terbuka Piala Walikota Salatiga
Tahun 2009

PIAGAM PENGHARGAAN

Diberikan Kepada:

Miftahul Hidayati

Sebagai

Panitia

Pada Kejuaraan Turnamen Wushu Nasional Terbuka
Piala Walikota Salatiga 14 - 19 Desember 2009

PANITIA PELAKSANA

Ketua
Yulianto, SE, MH
Walikota Salatiga

Sekretaris
Dance Iskak Palit, MSi
Pengprov Wushu Indonesia
Jawa Tengah

Ketua Umum
Hendra Sugianto

John M. Manoppo, SH
Panitia 16th Anniversary of LPM Dinamika tahun 2006 dengan ini
Memberikan Penghargaan kepada
Nama: Mirparul Hidayat

sebagai peserta dalam event:
16th Anniversary of LPM Dinamika tahun 2006
yang terlaksana di Auditorium pada tanggal 26 September 2006
Salatiga, 26 September 2006

Pembimbing Umum LPM Dinamika
Supadi
NTA. 90 - B.03/005

Ketua Pelaksana 16th Anniversary of LPM Dinamika
Ahmad Mas'udil
NTA. 90 - D.06/003

Mengetahui,

Fakultas STAIN Salatiga

Drs. Nyakbudin M.Ag
NBP. 150 268 215
GERAKAN PRAMUKA
GUGUS DEPAN SUKOHARJO 06. 153/154 S.
RACANA KI/NYI AHMAD DAHLAN
UNIVERSITAS MUHAMMADIYAH SURAKARTA

Sertifikat
Nomor: 47 / TII / XXVI / RAC-UMS / IV / 2009

Diberikan kepada:

MIFTAHUL HIDAYATI
SEBAGAI:

JURI CERDAS CERMAT
Telah Mengikuti

TEMU TEGAK XXVI SE-EKS KARESIDENAN SURAKARTA
Di selenggarakan pada tanggal 10 - 12 April 2009
di UNIVERSITAS MUHAMMADIYAH SURAKARTA
Dalam Rangka Ulang Tahun ke - 26 Racana Ki/Nyi Ahmad Dahlan
Gugus Depan Sukoharjo 06. 153/154,S

UNIVERSITAS MUHAMMADIYAH SURAKARTA
Surakarta, 12 April 2009
REKTOR UMS
Selaku Ka. Mabigus

[Signature]

D. Dr. Sambang Setiadjji, MM.
PIAGAM PENGHARGAAN

Diberikan Kepada:
MIFTAHUL H.

Atas Partisipasi Aktifnya Dalam
Orientasi Program Studi dan Pengenalan Kampus (OPSPEK) Tahun 2006
Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga

"TRANSFORMASI NILAI-NILAI MAHASISWA MENUJU MAHASISWA IDEAL"
Pada Tanggal 26 - 29 Agustus 2006
sebagai:

PESEPTA

Semoga Penghargaan ini Dapat Memacu Untuk Lebih Maju Dalam Kreatifitasnya

Masykur Fateeh
Ketua OC

Arief Santoso
Sekretaris OC

Luqman Abdul Ghofur
President Mahasiswa

Mengetahui
Pembantu Ketua III

Drs. Miftahudin, M.Ag
PIAGAM PENGHARGAAN
No : 20/PAN/MUSREG/17/10/2008

Diberikan kepada:

Miftahul Hidayati
NIM : 113 06 012

Sebagai
PESERTA

Seminar Nasional dan Sarasehan Gubernur JATENG dengan tema : "MEMBERDAYAKAN EKONOMI SYARIAH DI JAWA TENGAH"
Yang diselenggarakan Kelompok Studi Ekonomi Islam (KSEI) Program Studi Perbankan Syariah
Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga Pada Hari Jum'at, 17 Oktober 2008
Di Auditorium Kampus I STAIN Salatiga

Semoga penghargaan ini dapat mendorong dan memacu semangat untuk lebih berprestasi.

Salatiga, 17 Oktober 2008

Ketua KSEI-STAIN Salatiga
Abdul Kha'id
NIM : 201 06 023

Ketua Prodi Studi Bank Syariah
H. Agus Waluyo, M.Ag
NIP. 150 30 21 22

Purw Setiava Sinaga
NIM : 201 06 020

Ketua Penita

Salatiga, 17 Oktober 2008
PANITIA PELAKSANA
PELATIHAN KARYA TULIS ILMIAH
Dewan Mahasiswa (DEMA)
Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga

PIAGAM
No. 12/peng/DEMA/STAIN-Salatiga/2009

Diberikan kepada

Miftahul Hidayati

Atas partisipasinya aktif dalam pelatihan karya tulis ilmiah yang diajarkan oleh Dewan Mahasiswa (DEMA) STAIN Salatiga pada hari Sabtu, 07 Maret 2009 di gedung DII/II.2 STAIN Salatiga

Semoga ini bisa bermanfaat dan bisa memacu dalam kreatifitasnya

Salatiga, 09 Maret 2009

Famanatul

Ketua panitia

Abu Chanifah
121-06-022

Sekretaris

Anisah
113-07-033

Mengetahui
Ketua Dewan Mahasiswa

Arif Maffaual Huda
111-05-023
ENGLISH FRIENDSHIP TOUR
COMMUNICATIVE ENGLISH CLUB (CEC)
STATE INSTITUTE OF ISLAMIC STUDIES SALATIGA
PKM I Lt II Jl. Tentara Pelajar 02 Salatiga 50721

CERTIFICATE
NO: 01/SEC/CEC/IX/06

Hereby certifies that:

Miftahul Hidayati
NIM: 1130662

Had participated in "English Friendship Tour"
held by Education Division of Communicative English Club (CEC)
at Umbul Songo Koping on Sunday, September 1st 2006, as:

PARTICIPANT

Salatiga, September 13th 2006
Committee of English Friendship Tour

Chief of CEC

Chief of OC

Siti Zulaikah

Siti Chayati

Recognize,
Vice Rector of Student Affair

Drs. Miftahudin, M.Ag.
NIP: 350268215
PIAGAM PENGHARGAAN
No. 30/A/SekPan/10/2007

Di berikan kepada:

MIFTAHUL HIDAYATI
NIM : 11306012

Atas partisipasi aktifnya dalam Workshop Participatory Action Research STAIN Salatiga
pada hari/tanggal Ahad s/d Rabu, 09 s/d 12 September 2007 di gedung PKM II lantai II STAIN Salatiga, sebagai:

PESERTA

Semoga dapat digunakan sebagaimana mestinya.

Salatiga, 08 September 2007

PANITIA PELAKSANA
WORKSHOP PAR
STAIN SALATIGA

Arya Allista, S.Ag.
Ketua Panitia

Amin Yadi, S.Ag.
Sekretaris Panitia
PIAGAM PENGHARGAAN

NO. 07/Satgas Latgab/BRIGSUS NS/XI/2008

Diberikan kepada:

MIFTAHUL HIDAYATI

Atas partisipasinya dalam

LATIHAN GABUNGAN (LATGAB) PRAMUKA PENGGALANG SE-KOTA SALATIGA
TAHUN 2008

BRIGSUS RACANA KUSUMA DILAGA – WORO SRIKANDHI STAIN SALATIGA
Di STAIN SALATIGA dan YONIF 411 KOSTRAD SALATIGA 16 Nopember 2008

Sebagai:

PESERTA

Semoga penghargaan ini dapat mendorong agar lebih maju
dalam berkreatifitas

Salatiga, 16 November 2008

SATUAN TUGAS

Latihan Gabungan (LATGAB) Pramuka Penggalang

Komandan BRIGSUS

Saiful Rohma
NRB 171194.11.354

Komandan SATGAS

Bahari Gus. Yogantoro
NRB 171194.14.302

Mengetahui,

Ketua Racija 02.238

HAFIZ AHMAD ROSYID, A.MA

NIT: 1132022237000104
GERAKAN PRAMUKA
RACANA KUSUMA DILAGA – WORO SRIKANDHI
GUGUS DEPAN KOTA SALATIGA 02.237 – 02.238 STAIN SALATIGA
Sanggar Bhakti: Gedung PKM II Lt. 1 Jln. Tentara Pelajar No. 02 Salatiga 50721

PIAGAM PENGHARGAAN
Nomor: 045 /PLCPP/XI/2008
Diberikan kepada:

MIFTAHUL HIDAYATI

Atas partisipasi dalam kegiatan Pendidikan dan Latihan Calon Pramuka Pandega ke-18 (PLCPP XVIII) oleh Racana Kusuma Dilaga - Woro Srikandi Gugus Depan Kota Salatiga 02.237 – 02.238 STAIN Salatiga pada tanggal 6 – 9 November 2008 di Bumi Perkemahan Senjoyo, Bener, Tengaran, Semarang sebagai:

PESERTA
Semoga penghargaan ini dapat mendorong agar lebih maju dalam berkreativitas.

Salatiga, 14 November 2008

SANGGA KERJA
PENDIDIKAN DAN LATIHAN CALON PRAMUKA PANDEGA KE-18

Pembina 02.238
Drs. Astiti Sadiyah, M.Pd
NTPA 11.32.02.238.0081

Mengetahui:
Ka. Racana 02.238

Ka. Sangga Kerja

RACANA KUSUMA DILAGA
GUGUS DEPAN KOTA SALATIGA
02.237 – 02.238

FIRMI FAUZIAH ULEA
NTPA 11.32.02.238.000409
PIAGAM PENGHARGAAN
Nomor: 045 /PLCPP/X/2009
Diberikan kepada:

Miftahul Hidayat


panitia

Semoga penghargaan ini dapat mendorong agar lebih maju dalam berkreatifitas.

Salatiga, 20 Oktober 2009

SANGGA KERJA
PENDIDIKAN DAN LATIHAN CALON PRAMUKA PANDEGA KE-19

Pembina 02.238
Dr. Astuti Sakdyah, M.Pd
NTA. 11.32.02.238.0081

Mengetahui:
Racana 02.237
Racana 02.237
Kusuma Dilaga ABA
Gugus Depan Kota
Calon Pramuka Pandega

Ka. Sangga Kerja
Sangga Kerja
NTA. 11.32.02.237.00001
Cholilurrohman
NTA. 11.32.02.237.00002
PIAGAM PENGHARGAAN
NO : 017 /Brigsus NS/Pramuka-STAIN/II/2010
Diberikan kepada :

MIFTAHUL HIDAYATI
Atas partisipasinya dalam
Latihan Gabungan PT/PTAI Se-Jawa Tanggal 26-28 Februari 2010
Oleh Brigsus Naga Sandhi & Brigsus Nogo Sosro – Sabuk Inten
Di STAIN Salatiga dan Kec. Tuntang
Sebagai
SATGAS

MAHIR HANDAL PROFESIONAL
SATUAN TUGAS LATGAB PT/PTAI SE-JAWA
Mengetahui,

Pembantu Ketua III
STAIN Salatiga
Drs. Mitahuddin, M.Ag
NIP. 19700922 199403 1 002

Pembina 02.238
Dra. Astuti Sakdiyah, M.Pd
NTA. 11.32.02.238.0081

Komandan SATGAS
Ije Susanti
NRB. 171194.14.297
BRIGADE KHUSUS
RACANA KUSUMA DILAGA – WORO SRIKANDHI
GUDEP KOTA SALATIGA 02.237 – 02.238

SERTIFIKAT
Nomor : 14 / GWB / BRIGSUS / XI / 2009
Diberikan kepada:
MIFTAHUL HUDA YATI

panitia

Semoga penghargaan ini dapat memotivasi untuk lebih maju dalam berkreativitas.

Salatiga, 17 Nopember 2009

SATUAN TUGAS
GLADI WIRA BRIGSUS XVI

Mengetahui
Pembantu Ketua III Bidang Kemahasiswaan
STAIN Salatiga

Drs. Miftahuddin, M.Ag
NIP : 19700922 199403 1002

Pembina 02.238

Komandan Satuan Tugas

Heni Ariyanti
NRB : 17.11.94.15.3233

Pembina 02.238

Dr. Asriti Sakdijah, M.Pd
NIA : 11.32.2238.0081