THE STUDENTS' ACCURACY IN READING ENGLISH TEXT
(A Study on the Students' of English Educational Program of the Second
Semester at STAIN of Palangka Raya)

THESIS

Presented to the Department of Education of the State Islamic College of
Palangka Raya in Partial Fulfilment of the Requirements for the Degree of Sarjana
Pendidikan Islam

By:

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THE DEPARTMENT OF EDUCATION
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1430H/2009M**

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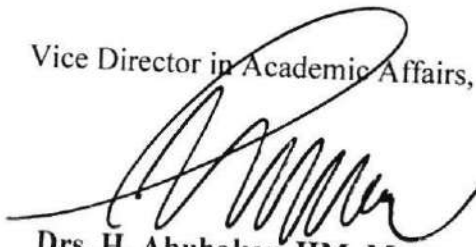
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Peace be unto you and God's mercy and blessing as well.

By reading and analyzing of your thesis' revision, we think that your thesis in the name of:

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Thank you on your attention.

Peace be with you and God's blessing.

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LEGALIZATION OF THE THESIS EXAMINING COMMITTEE

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THE STUDENTS' LATERNESS IN REGULAR

EXAMINATION

ABSTRAKSI

Istianah, 2009, *The Students' Accuracy in Reading English Text.* Skripsi. Jurusan Tarbiyah. Program Studi Bahasa Inggris. Sekolah Tinggi Agama Islam Negeri Palangka Raya. Pembimbing (I) Dr. H. Khairil Anwar, M.Ag. (II) Siminto, M.Hum.

Tujuan dasar dilakukannya penelitian ini adalah untuk menjawab permasalahan mengenai bagaimana ketepatan mahasiswa semester II program studi bahasa Inggris STAIN Palangka Raya dalam membaca teks bahasa Inggris, masalah-masalah ketepatan apa yang dimiliki oleh mahasiswa semester II program studi bahasa Inggris STAIN Palangka Raya dalam membaca teks bahasa Inggris, dan bagaimana cara memecahkan masalah-masalah mahasiswa semester II program studi bahasa Inggris STAIN Palangka Raya dalam membaca teks bahasa Inggris.

Pada penelitian ini, penulis menggunakan pendekatan kuantitatif dengan desain penelitian deskriptif untuk menjawab permasalahan-permasalahan penelitian tersebut. Populasi pada penelitian ini adalah seluruh mahasiswa semester II program studi bahasa Inggris STAIN Palangka Raya.

Untuk mendapatkan data yang dapat menjawab permasalahan-permasalahan penelitian tersebut, penulis menggukan tiga metode, yaitu tes, interview, dan dokumentasi. Bentuk tes yang digunakan adalah tes lisan atau oral tes, dimana mahasiswa diminta untuk membaca beberapa teks kemudian penulis merekam untuk selanjutnya dikoreksi dan dianalisa. Metode interview digunakan hanya untuk mendukung data yang diperoleh dari hasil tes. Interview hanya dilakukan terhadap beberapa mahasiswa yang mempunyai masalah dalam membaca teks bahasa Inggis, dalam hal ini mahasiswa yang memperoleh skor atau nilai terendah dari kriteria-kriteria berdasarkan rubrik penilaian membaca nyaring.

Temuan utama dari penelitian ini adalah bahwa berdasarkan hasil perhitungan nilai rata-rata, mahasiswa bahasa Inggis semester II STAIN Palangka Raya dapat dikategorikan ke dalam pembaca yang mendekati standard. Masalah-masalah katepatan mahasiswa dalam membaca teks bahasa Inggris adalah ketika mereka menemui kosakata yang baru atau asing bagi mereka. Intonasi juga termasuk kedalam permasalahan yang dihadapi ketika sedang membaca. Temuan selanjutnya, dalam mengatasi permasalahan dalam membaca, mahasiswa mempunyai beberapa cara atau strategi. Sebagian besar mahasiswa yang bermasalah memilih untuk bertanya kepada dosen dan teman serta melihat kamus untuk mengatasi masalahnya, sebagian yang lain hanya bertanya kepada teman atau hanya membuka kamus, dan sebagian yang lain memilih untuk terus belajar membaca teks bahasa inggris.

ABSTRACT

Istianah, 2009, *The Students' Accuracy in Reading English Text.* Thesis. The Department of Education. The English Education Program. The State Islamic College of Palangka Raya. Advisor (I) Dr. H. Khairil Anwar, M.Ag. (II) Siminto, M.Hum.

The principle purpose of the study was to find out the problems about how are the students' accuracies of second semester students of English education program at STAIN of Palangka Raya in reading English text, what are the problems of accuracy of second semester students of English education program at STAIN of Palangka Raya in reading English text, what is the problem solving to solve the problems of accuracy of second semester students of English education program at STAIN of Palangka Raya in reading English text.

In this study, the writer used quantitative approach with descriptive design to answer the problems of the study. The population of this study was all the second semester students of English program at STAIN of Palangka Raya.

To get the data useable to answer the problems of the study, the writer used three methods; they were test, interview and documentation. The form of the test that used was oral test, where the students were asked to read some texts then the writer recorded and then it was corrected and analyzed. Interview method was only used to support the data that gotten were from test. Interview was conducted only to some students who had problems in reading English text, in this case, the students who got the lowest score of the criteria based on the rubric scoring of reading aloud.

The main finding of the research was the result of mean score shown that the second semester students of English program at STAIN of Palangka Raya could be categorized into the reader who approaches standard. The problems of accuracy of second semester students in reading English text were when they met some new words or unfamiliar words for them. Intonation was also included into the problem of the students when reading English text. Further finding, to solve the problems in reading, the students had some ways or strategies. Most of the students who had problems in reading chose both to ask to the lecturer or friend and looked into dictionary to solve their problems, the other students only asked to the other friends or only looked into dictionary, and the others chose to keep learning reading English text.

ACKNOWLEDGEMENTS

First of all, the writer wishes to express her particular thanks to God. In this right chance, the writer would like to give her greatest thanks to:

1. Dr. H. Khairil Anwar, M.Ag., as Director of STAIN Palangka Raya and also as the first advisor for his direction and permission of conducting this research and also for the guidance and encouragement that he provided during writing this thesis;

2. Hj. Hamidah, MA., as the chair of the Department of Education for her permission so that the writer can complete the requirements for writing this thesis;

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4. Siminto, M.Hum., as the second advisor who consistently provided exellent guidance, and generously gave his time to me to consult my thesis. Thanks for continued support, encouragement, and confidence in me.

Special thanks are addressed to my friends of TBI 2005 for their helps. My grateful thanks also go to all the teaching staff of the English Education Study Program for their invaluable guidance and support.

Last, the writer's very sincere thanks go to my parents, sisters and brothers who always give their supports, praying, and affections sincerely to the writer's effort in

doing the study. In addition, for the writer's big family, the writer says the deepest grateful for their support morally and spiritually.

The writer realizes that this thesis still far from the perfect, therefore some constructive critical and suggestions are warmly welcome. Hopefully, may Allah keeps us on the straight path and rewards us for what we have done and this can be useful for all of us.

Palangka Raya, November, 2009

Istianah
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DECLARATION OF AUTHENTICATION

In the name of God

I myself make declaration that this thesis entitles THE STUDENTS'
ACCURACY IN READING ENGLISH TEXT is truly my own writing. If not my
own writing so, it is given a citation and shown in the list of references.

If my own declaration is not right in this thesis one day, so I am ready to be
given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, November , 2009
My Own Declaration

ISTIANAH
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DEDICATION

Sincerely, this thesis is dedicated to:

❖ *My beloved parents, with their biggest Prays and affections;*

❖ *My Brothers and Sisters, with their sincere supports and advices;*

❖ *My best friend (jumy) with her help and support;*

❖ *My friends of TBI 2005...*

MOTTO

"Orang-orang yang berhenti belajar akan menjadi pemilik masa lalu. Orang-orang yang masih terus belajar, akan menjadi pemilik masa depan."

(Mario Teguh, Golden Way, Metro TV)

(Everyone who stops studying is the owner of the past. Everyone who keep studying will be owner of the future)

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LIST OF ABBREVIATIONS

STAIN : Sekolah Tinggi Agama Islam Negeri

SPE : Structure Proposition Evaluation

SQ3R : Survey Question Read Recite Review

PQRST : Preview Question Read Self-Recitation Test

KWL : Know Want Learned

SQW3R : Survey Question Write Read Recall Review

IPA : International Phonetic Alphabet

ISAT : Illinois Standards Achievement Test

CHAPTER I
INTRODUCTION

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INTRODUCTION

A. Background of the Study

English is an international language. Because of that, many people in this world study English. In learning English, there are four language skills that have to be mastered by the learner of English, they are, listening, speaking, reading, and writing. To master of them is not easy. The learners have to study hard and practice them all the time. If the learners can master all the skills of English, they will get good ability in English communication either spoken or written.

Reading is one of language skills the students of English program are supposed to have. Other language skills which they also need to possess are listening, speaking, and writing. Of the language skills, reading can be regarded as the most important skill to be developed by the students. It is due to the fact that it is reading which the students most probably exploit when they are in universities. They use it to grasp references that are still written in English. Reading references might dominate the academic activities in universities; therefore, the students' successes in the universities depend a great deal on their effective reading ability. That is the reason why having reading competence is quite important for the students.

Reading is not simple case, but it is complicated process. It is multi-dimensional cognitive process of decoding symbols for the purpose of deriving meaning (reading comprehension) and/or constructing meaning. Written information is received by the retina, processed by the primary visual cortex, and

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interpreted in Wernicke's area. Reading is a means of language acquisition, of communication, and of sharing information and ideas.[1]

As the one of four skills of English, reading is taught to all students of English program in every school and university in the world. At STAIN of Palangka Raya, reading is carried out as a subject that must be taken by all students of English program. In this program, the teaching of reading is divided into four steps, they are reading comprehension I, reading comprehension II, reading comprehension III, and reading comprehension IV.

Reading comprehension I is very significant for the students in learning English because it is a basic skill of reading that gives contribution to the students in facing the next stages of reading such as reading comprehension II, III, and IV. In reading comprehension I, the students are taught not only how to comprehend and identify the text but also how to read the text orally by paying attention to the phonological awareness. It is considerable from the objectives of the teaching reading comprehension I, that is:

> The course is designed to develop the students' reading proficiency in English at the pre-intermediate level through identifying the main idea of a paragraph and recognising narrative, descriptive, and expository types of writing.[2]

Practically, in teaching learning process of reading comprehension I, the lecturer asks their students to read the text or passage loudly before they asked to comprehend the text or passage. When the students make error in pronouncing the

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[1] Http://En wikipedia org/wiki/Reading speed#Reading rate (online 17 October 2008)
[2] Curriculum English Study Program. p. 56.

words of the text or passage, the lecturer directly gives the correction to the students and then they correct their errors by following the lecturer's correction.

Classroom reading performance may be classified into oral and silent reading. Silent reading can be subcategorized into intensive and extensive reading. Intensive reading may focus on linguistic forms and content, while extensive reading focuses on global meaning.[3]

Occasionally, a teacher has reason to ask a student to read orally. In the beginning and intermediate levels, oral reading can serve as an evaluative check on bottom-up processing skills and a pronunciation check. For advanced levels, no advantage can significantly be gained. Even, too much oral reading shows disadvantages: (a) it is not an authentic language activity, and (b) while one student is reading, others can easily lose attention.

From the description above, the writer chooses the objective of teaching reading comprehension I as the base and the reference for her study because the objective of teaching reading comprehension I at STAIN Palangka Raya is to develop the students' reading proficiency.

In reading, especially in reading aloud, good pronunciation is very important because if the reader reads a text or passage with bad pronunciation, the listener will not understand what the reader reads and the listener cannot get the main of what they listen. Besides that, inappropriate pronunciation can cause misunderstanding in communication process. Because pronunciation is very important, so in English educational program at STAIN of Palangka Raya

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[3] Joko Nurkamto, *Principles and Practices of Teaching Reading*, Universitas Sebelas Maret, p. 6.

pronunciation is taught as one of the subject that must be taken by every students of English program. The objective of the teaching of pronunciation in English education program at STAIN of Palangka Raya is "the course is designed to provide the students with the ability to produce all the English phonemes of both segmental and suprasegmental ones".[4]

STAIN Palangka Raya is one of the colleges of Palangka Raya where English Education program becomes one of the study programs that are offered to everyone who wants to continue their study after graduated from senior high school. In this college, the study program of English education becomes the most favourite study program that many graduated students of senior high school have an interest in it. It can be seen from the amount of the students that always increase year after year. Moreover, the study program of English education at STAIN of Palangka Raya gets accreditation B from accreditation team of central government.

As the most favourite study program, the students of the study program of English education at STAIN of Palangka Raya come from different background of education of senior high school level. Some of them come from SMA (upper secondary school), some of them come from SMK (vocational secondary school), and some of them come from MA (Islamic secondary school). Because of different background of previous education, the students also have different level of ability in English when first time they study English in university level, for example, there are students who have high ability of English, there are students

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[4] *Ibid.* , p. 56.

who have moderate ability of English, and there are students who have low ability of English.

To make the English students' ability in English get better, STAIN of Palangka Raya sets aside some facilities. One of the facilities that are set aside is a dormitory where the students of English education program at STAIN of Palangka Raya in the first academic year have to stay there. In the dormitory, the students have to communicate each other using English. Beside that, there is some schedule of activities that is arranged to improve the students' ability in English, for example 'learning centre'. Here, the students can share their problems or difficulties in learning English and find the way to solve the problem.

English consists of four skills; they are listening, speaking, reading, and writing. Each skill of English has some elements, for example grammar, phonology, and morphology. To most of the English students at STAIN of Palangka Raya, something that is regarded as the most difficult thing in learning English is grammar. This statement not only comes from the early semester students but also from the last semester students of English education program at STAIN of Palangka Raya. Based on the statement given, it can be assumed that the English students only have problem in grammar and they do not have any problem in the other skills, for example reading skill.

Many of English students at STAIN of Palangka Raya claim that reading is easy because in the teaching learning activity of reading, the students only need to read the text and then answer some questions according to the text that they read. But it is very ironic when the students have to read the text orally. In fact, reading

is not as simple as they think because in spoken reading or reading aloud, the ability in pronunciation is much needed.

In the reading class, especially in reading comprehension I, the lecturer often order the students to read English text one by one. When the students asked to read the text orally, some of them can read the text well, but there are any other students get difficulties or problems. The students' problems in spoken reading English text can be described as follows:

1. pronunciation

In reading, pronunciation is the most important thing because pronunciation influences the meaning of word. The wrong of pronunciation can make misunderstanding to the listener in getting the meaning.

There are some students of English education program at STAIN of Palangka Raya who got problem with their pronunciation when they were reading English text orally. For example: when they pronounced "she", they said 'si' not 'ʃi'. it is known that the correct pronunciation is 'ʃi'.

The writer does not know why this problem happened whereas they are English students who have been learning English. The wrong of pronunciation should not be happened because it makes difficult the listener to get the meaning of what they listen to.

2. Punctuation

Many students of English education program did not pay attention to the punctuation when they were reading English text. Punctuation in this case is full stop and comma.

3. Intonation

When reading English text loudly, some of the students of English education program at STAIN of Palangka Raya lost of intonation whereas intonation is divided into some kinds, they are: rise intonation, fall intonation, flat intonation, and glide intonation. In this case there were some students who read English text using flat intonation from beginning of the text until the end of the text.

Intonation is very essential to express the feeling of the text that has been being read. If the reader reads something loudly without intonation, it just makes the listener bore.

4. Phrasing

Many students abbreviate a word of the clauses or sentences at will. Moreover some of the students read the text word by word.

Based on the description above the writer assumes that there were many students of English Program at STAIN of Palangka Raya had some problems in spoken reading. The main problem of the students in reading was they did not know how to pronounce some words accurately that were unfamiliar for them. The other problem was about the intonation. Some of the students did not know how to give intonation of the sentences. Some of the students also paused in the middle of the sentence at unexpected time. Of course, these problems very impeded reading activity especially spoken reading.

From the reason above, the writer wants to know the reading ability of students of English program at STAIN of Palangka Raya by using appropriate

pronunciation and the difficulties that faced by students in reading aloud by taking research about "**The Students' Accuracy in Reading English Text**".

B. Problems of the Study

The writer formulates the problem of the study as follows:

1. How are the students' accuracies of second semester students of English education programme at STAIN of Palangka Raya in reading English text?

2. What are the problems of accuracy of second semester students of English education programme at STAIN of Palangka Raya in reading English text?

3. What problem solving does he/she use to solve the problems of accuracy of second semester students of English education program at STAIN of Palangka Raya in reading English text?

C. Objectives of the Study

Based on the problems of the study, the writer formulates the objectives of the study as follows:

1. To know the students' accuracy of second semester students of English education program at STAIN of Palangka Raya in reading English text.

2. To find the problems of accuracy of second semester students of English education program at STAIN of Palangka Raya in reading English text.

3. To find the problem solving used by second semester students of English education program at STAIN of Palangka Raya to solve the problems of accuracy of in reading English text.

D. Significances of the Study

Theoretically, this study gives information about the students' accuracy of second semester student of English education program at STAIN of Palangka Raya in reading English text, the problems of accuracy of second semester students of English education program at STAIN of Palangka Raya in reading English text, and the way to solve the problems of accuracy of second semester students of English education program at STAIN of Palangka Raya in reading English text.

Practically, this study has some significance: first, for the teachers, this study gives the information about the students' ability in reading English text using the accurate pronunciation so that they can improve their strategy in teaching reading and pronunciation. Second, for the students, this study motivates the students to improve their skill in reading and pronunciation. It also can be reference for students when they take research about reading or pronunciation. Third, for the next researcher, this study can be reference in their research.

E. Scope and Limitation

This study only focuses on the accuracy of pronunciation in reading English text that consist of speed, rate, or pace, voice quality (volume, pitch, tone), and unfamiliar words. Beside that, this study also discusses about the problems of accuracy of second semester students of English education program at STAIN of Palangka Raya in reading English text and how to solve the problems of accuracy of second semester students of English education programme at STAIN of Palangka Raya in reading English text.

The object or participant of this study are all the second semester students of English education program at STAIN of Palangka Raya who has taken reading comprehension I.

The limitation of the study is the results of the study cannot be generalized for all students at STAIN Palangka Raya. The results only describe the ability of the students those are researched.

F. Definition of Key Terms

1. Accuracy

According to Hornby, accuracy is the state of being correct or exact and without error, especially as a result of careful effort.[5] In the another dictionary, accuracy is the state of being accurate; freedom from mistakes, this exemption arising from carefulness; exact conformity to truth, or to a rule or model; precision; exactness; nicety; correctness; as, the value of testimony depends on its accuracy.[6] In this study, the accuracy is related to speed, rate, or pace, voice quality (volume, pitch, tone), and unfamiliar words in reading English text.

2. Reading

Hornby states that reading is the action of a person who read.[7] According to wikipedia online dictionary, reading is a multi-dimensional cognitive process of decoding symbols for the purpose of deriving meaning (reading comprehension) and/or constructing meaning. Written information is received by the retina, processed by the primary visual cortex, and interpreted in Wernicke's area.

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[5] A. S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, New York: Oxford University Press, 2000, p. 9.

[6] http://www.brainyquote.com/words/ac/accuracy126740.html (online 14 February 2009).

[7] A. S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, p. 968.

Reading is a mean of language acquisition, of communication, and of sharing information and ideas.[8]

3. Text

According to Hornby, text is the main written or printed part of a book or page, contrasted with notes, illustrations, and etcetera.[9]

4. Descriptive study

Suharsimi Arikunto states that:

Penelitian deskriptif merupakan penelitian yang dimaksudkan untuk mengumpulkan informasi mengenai status suatu gejala yang ada, yaitu keadaan gejala menurut apa adanya pada saat penelitian dilakukan. Penelitian deskriptif tidak memerlukan administrasi atau pengontrolan terhadap suatu perlakuan (descriptive study intends to gather information about the status of the fact of tendency and it does not need any administrating or controlling of action).[10]

G. Concept of Measurement

The writer makes concept to measure the students' accuracy in reading English text using ISAT Reading Rubric regrouped by criteria for scoring purposes[11]. The rubric scoring is as follows:

Reading Aloud

- Exceeds standard (must receive 15 – 16 total points)

- Meets standard (must receive 11 – 14 total points)

- Approaches standard (must receive 7 – 10 total points)

- Begins standard or absent (must receive 4 – 6 total points).

Table 1. 1 Reading Rubric regrouped by criteria for scoring purposes

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[8] *Reading Process.* http://en.wikipedia.org/wiki/Reading_(activity) (online 18January 2009).

[9] A. S Hornby, *Oxford Advanced Learner's Dictionary of Current English,* p. 1234.

[10] Suharsimi Arikunto, *Manajemen Penelitian,* Jakarta: Rineka Cipta, 2000. p. 309.

[11] Reading Aloud, http://www.isbe.state.il.us/ILS/ela/stage_E/1BE.pdf (online 26 April 2009).

Score	Speed, Rate, or Pace	Voice Quality (Volume, Pitch, Tone)	Phrasing	Unfamiliar Words
4	• Pace is consistently and appropriately conversational. • Meaning is enhanced by pace.	• Voice quality distinguishes all characters and accentuates feelings appropriate for the passage.	• Reading is well phrased mostly in clause and sentence units, which augment clarity of meaning and expression. • Punctuation is used effectively.	• Self-corrects with minor interruption of flow and no interference with meaning. Or • Encounters no unfamiliar words.
3	• Pace is somewhat uneven with a mixture of conversational and slowed rate. • Meaning is not affected.	• Voice quality distinguishes most characters and conveys some feelings appropriate for the passage.	• Reading contains little choppiness with some pauses in the middle of clauses or sentence units; clarity of meaning and expression generally not affected. • Some attention is paid to punctuation.	• Encounters some unfamiliar words and can usually self-correct with minor interruption of flow and little interference with meaning.
2	• Pace is consistently too slow to be conversational. • Meaning is impeded.	• Voice quality sometimes distinguishes characters, but conveys little feeling appropriate for the passage.	• Reading contains noticeable choppiness with pauses and breaks at unexpected times; meaning and expression are affected. • Little attention is paid to punctuation.	• Encounters some unfamiliar words and can sometimes self-correct.
1	• Pace is slow and laborious. Little meaning is conveyed.	• Voice quality makes little or no distinction for various characters and has noticeable monotone features.	• Reading is done word-by-word with little sense of punctuation or phrasing; meaning and expression are lost in the "labour" of reading.	• Encounters several unfamiliar words and rarely or never self-correct.

H. Framework of the Discussion

The framework of the discussion of this study as follows:

Chapter I   : Introduction, that consists of: the background of the study, the problem of the study, the objective of the study, the significance of the study, the scope and limitation, the definition of key term, the concept of measurement, and the framework of the discussion.

Chapter II   : Theoretical review of the study, that consists of: previous study, the definition of reading, the historical review of reading, the types and methods of reading, micro skills and macro skill for reading, reading accuracy, reading aloud, the problem of reading, teaching reading in university level, the definition of pronunciation, the feature of pronunciation, the sounds of English and the International Phonetic Alphabet, the nature of pronunciation problems, the historical review of teaching pronunciation, the definition of text, descriptive study, and the frame of thinking.

Chapter III   : Research method, that consists of: the design of the study, the approach and types of the study, the population, the technique of data collection, the technique of data processing procedure, and the technique of the data analysis.

Chapter IV   : Result of the study consists of the students' accuracy of second semester students of English education program at STAIN of

Palangka Raya in reading English text, the problems of accuracy of second semester students of English education program at STAIN of Palangka Raya in reading English text, and the problem solving to solve the problems of accuracy of second semester students of English education program at STAIN of Palangka Raya in reading English text.

Chapter V : Closing consists of the conclusions and suggestions.

CHAPTER II
REVIEW OF RELATED
LITERATURE

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LITERATURE

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

Related to the study, before conducting the study, the writer reviews some related previous studies. These previous study give a view about the issues that are discussed in the study. There are some related studies about reading. First, Asri Syufiyati had conducted a study entitle "Reading Comprehension Ability of The Islamic Education Students of the First Year of 2006/2007 Academic Year in STAIN Palangka Raya". In her study, she supposed to identify the understanding, the main idea, the supporting details and the difficulties of reading comprehension of the students of Islamic Education Program in academic year 2006/2007 at STAIN of Palangka Raya.

The design of the study that was used by Syufiati in her study was descriptive method. Syufiyati took the students in academic year 2006/2007 who are taking English C subject as population of the study, which consisted of 42 students. Based on the finding in Syufiyati's study, it was concluded that reading comprehension ability achieved by the students of Islamic Education in understanding of Islamic English text categorized in fail level of ability. Reading ability in identifying of the main idea achieved by the students of Islamic Education categorized in poor level ability. Reading ability in identifying of supporting details achieved by the students of Islamic Education categorized in poor level of ability.

Second, Zaitun Qamariah had conducted a study entitle "Reading Ability in Identifying Analytical and Hortatory Exposition Text Achieved by the Second Year Students of MAN-Model Palangka Raya". In her study, she would like to describe the students' ability in an overall performance and seeking for the averages score that the students can achieve through the test.

The design of the study used by Qamariah was descriptive method. Meanwhile, the techniques of data collection that was used by Qamariah were test, questionnaire, interview, and documentation. The finding of her study indicates that the averages level of the second year students' reading ability in identifying analytical exposition in English text was classified in fail level of ability. While, their reading ability in identifying hortatory exposition in English text was classified in poor level of ability.

Third, Ummi Shalihah had conducted a study entitle "The Mastery of Reading Comprehension by the Fourth Semester Students of Islamic Education of STAIN Palangka Raya". Her study deals with the strategy of reading comprehension, the mastery level that achieved by the fourth semester students in reading comprehension and difficulties description in mastery reading comprehension.

To collect the data, there were four instruments that used by Shalihah, they were test, questionnaire, interview, and documentation. The sample of her study was the fourth semester students of Islamic Education of STAIN Palangka Raya which consist of 42 students.

The finding of her study showed that the fourth semester students of Islamic Education of STAIN Palangka Raya have masrered reading comprehension very

well and the students can be classified into level average reader. Meanwhile, there were three strategies of reading comprehension that were always used by the students, they were: identify the purpose in reading, using efficient silent reading, and analysing vocabulary.

In addition, the difference between the studies which writer conducts with the previous related studies is about the type of reading. The previous study was conducted in silent reading or reading comprehension. Meanwhile, this study is conducted in oral reading or spoken reading. The study is aimed to describe the students' accuracy of second semester students of English education program at STAIN of Palangka Raya in reading English text, the problems of accuracy of second semester students of English education program at STAIN of Palangka Raya in reading English text, and the problem solving used by second semester students of English education program at STAIN of Palangka Raya to solve the problems of accuracy of in reading English text.

B. The Definition of Reading

Reading is a multi-dimensional cognitive process of decoding symbols for the purpose of deriving meaning (reading comprehension) and/or constructing meaning. Written information is received by the retina, processed by the primary visual cortex, and interpreted in Wernicke's area. Reading is a mean of language acquisition, of communication, and of sharing information and ideas.[12]

From the definition above, the writer concludes that reading is not simple process but it is complicated process because it involves more than one organ of

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[12] *Reading Process*. http://en.wikipedia.org/wiki/Reading_(activity) (online 18 January 2009).

body. Beside that, reading can be a medium to make communication and to get information.

C. Historical Review of Reading

Over the last century, research has debated between the language based approach to reading and the more clinical visual perception and processes perspective. This cyclical approach to research has promoted investigation of previous and current research methods, beliefs and interventions. Research findings that challenge any current status quo are always debated from various perspectives. However, much progress has been achieved in our knowledge of the field of reading and reading problems over the last century, despite its controversial nature. Two perspectives will be reviewed in this section: (a) reading is visible into small sub-components, and these sub-components are acquired in a developmental sequence or in parallel interaction as suggested by reading models, which include stages or phrases of acquisition. (b) Reading is holistic process, a perspective that acknowledges the role of sub-components, but warns us that it is with great difficulty and of little apparent value, to isolate them to evaluate reading.[13]

Assuming the same developmental sequence of reading acquisition for all readers may not capture the complexity of reading. Holt, warned that if students were taught to speak the way they are taught to read, most students would quickly become baffled, discouraged, humiliated and fearful, and, as so many do in

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[13] Daniel D. Damers, 1995.*Speed and Accuracy in Oral Reading as a Predictor of Reading Success: an Evalualuation of the Fluency Assessment Screening Test (F. A. S. T)*, Sinion Fraser University, p. 14. http://etd.lsu.edu/docs/available/etd-1112103 160619/unrestricted/Koenig_thesis.pdf (online 25 January 2009).

reading, take refuge in deliberate failure and silence. His point was that we try so hard to subdivide reading into small sequential acquisitions, that we confuse the readers. It is understood and agreed, by this author, that reading is made of sub-components, and that the interaction of these eventually lead to reading for many. However, to teach reading and to evaluate reading using a more inclusive reading component (oral reading fluency) seems more practical.[14]

D. Types and Methods of Reading

Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual presentations of language), and comprehension. Readers may use morpheme, semantics, and syntax and contexts cues to identify the meaning of unknown words.

There are several types and methods of reading, with differing rates that can be attained for each, for different kinds of material and purposes:[15]

1. Subvocalized reading combines sight reading with internal sounding the words as if spoken. Advocates of speed reading claim it can be a bad habit that slows reading and comprehension. These claims are currently backed only by controversial, sometimes non-existent scientific research.

    Subvocalization, or silent speech, is defined as the internal speech made when reading a word, thus allowing the reader to imagine the sound of the word as it is read. This is a natural process when reading and helps to reduce cognitive load, and it help the mind to access meanings to enable it to comprehend and remember what is read. Although some people associate

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[14] *Ibid.* , p. 14-5.

[15] *Reading Process*. http://en.wikipedia.org/wiki/Reading_(activity) (online 18 January 2009).

subvocalization with moving one's lips, the actual term refers primarily to the movement of muscles associated with speaking, not the literal moving of lips. Most subvocalization is undetectable (without the aid of machines) even by the person doing the subvocalizing.[16]

2. Speed reading is a collection of methods for increasing reading speed without an unacceptable reduction in comprehension or retention. It is closely connected to speed learning.[17]

    Speed reading is a collection of reading methods which attempt to increase rates of reading without greatly reducing comprehension or retention. Methods include chunking and eliminating subvocalization. It is important to understand that no absolute distinct "normal" and "speed-reading" types of reading exist in practice, since all readers use some of the techniques used in speed reading (such as identifying words without focusing on each letter, not sounding all words, not sub-vocalizing some phrases, or spending less time on some phrases than others, and skimming small sections). Speed reading is characterized by an analysis of trade-offs between measures of speed and comprehension, recognizing that different types of reading call for different speed and comprehension rates, and that those rates may be improved with practice.[18]

3. Proofreading is a kind of reading for the purpose of detecting typographical errors. One can learn to do it rapidly, and professional proofreaders typically acquire the ability to do so at high rates, faster for some kinds of material

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[16] *Subvocalization*. http://en.wikipedia.org/wiki/Susvocalization (online 18 January 2009).

[17] *Reading Process*. http://en.wikipedia.org/wiki/Reading_(activity) (online 18 January 2009).

[18] *Speed Reading*. http://en.wikipedia.org/wiki/Speed_reading (online 18 January 2009).

than for others, while they may largely suspend comprehension while doing so, except when needed to select among several possible words that a suspected typographic error allows.[19]

The term *proofreading* is sometimes used incorrectly to refer to copy-editing. This is a separate activity, although there is some overlap between the two. Proofreading consists of reviewing any text, either hard copy on paper or electronic copy on a computer, and checking for typos and formatting errors. This may be done either against an original document or "blind" (without checking against any other source). Many modern proofreaders are also required to take on some light copy-editing duties, such as checking for grammar and consistency issues.[20]

4. Structure-Proposition-Evaluation (SPE) method, popularized by Mortimer Adler in *How to Read a Book*, mainly for non-fiction treatise, in which one reads a writing in three passes: (1) for the structure of the work, which might be represented by an outline; (2) for the logical propositions made, organized into chains of inference; and (3) for evaluation of the merits of the arguments and conclusions. This method involves suspended judgment of the work or its arguments until they are fully understood.[21]

5. Survey-Question-Read-Recite-Review (SQ3R) method, often taught in public schools, which involves reading toward being able to teach what is read, and would be appropriate for instructors preparing to teach material without having to refer to notes during the lecture. SQ3R is a five-step

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[19] *Reading Process*. http://en.wikipedia.org/wiki/Reading_(activity) (online 18January 2009).
[20] *Proofreading*. http://en.wikipedia.org/wiki/Proofreading (online 18 January 2009).
[21] *Reading Process*. http://en.wikipedia.org/wiki/Reading_(activity) (online 18 January 2009).

reading strategy similar to PQRST and KWL table. The name is an abbreviation of the five steps of the strategy: Survey (or Skim), Question, Read, Recite (or Recall) and Review.

a. Survey (2 minute): Before beginning reading look through the whole chapter. See what the headings are—the major ones and the subheadings; hierarchical structures seem to be particularly easy for our brains to latch onto—check for introductory and summary paragraphs, references, etc. Resist reading at this point, but see if you can identify 3 to 6 major ideas in the chapter.

b. Question (usually less than 30 seconds): Ask yourself what this chapter is about: What is the question that this chapter is trying to answer? Or— along the curiosity lines—what question do I have that this chapter might help answer? Repeat this process with each subsection of the chapter, as well, turning each heading into a question. (As a variation of this technique, you can write the important question down; this is called SQW3R).

c. Read (at your own pace): Read one section at a time looking for the answer to the question proposed by the heading. This is active reading and requires concentration so find yourself a place and time where you can concentrate.

d. Recite/write (about a minute): Say to yourself out loud or write down a key phrase that sums up the major point of the section and answers the question. It is important to use your own words, not just copy a phrase

from the book. Research shows that we remember our own (active) connections better than ones given to us (passive), indeed that our own hierarchies are generally better than the best prefab hierarchies.

e. Review (less than 5 minutes): After repeating steps 2–4 for each section you have a list of key phrases that provides a sort of outline for the chapter. Test yourself by covering up the key phrases and seeing if you can recall them. Do this right after you finish reading the chapter? If you can't recall one of your major points, that's a section you need to reread.[22]

6. Multiple Intelligences-based methods, which draw upon the reader's diverse ways of thinking and knowing to enrich his or her appreciation of the text. Reading is fundamentally a linguistic activity: one can basically comprehend a text without resorting to other intelligences, such as the visual (e.g., mentally "seeing" characters or events described), auditory (e.g., reading aloud or mentally "hearing" sounds described), or even the logical intelligence (e.g., considering "what if" scenarios or predicting how the text will unfold based on context clues). However, most readers already use several intelligences while reading and making a habit of doing so in a more disciplined manner -- i.e., constantly, or after every paragraph -- can result in more vivid, memorable experience.[23]

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[22] *SQ3R.* http://en.wikipedia.org/wiki/SQ3R (online 18 January 2009).
[23] *Reading Process.* http://en.wikipedia.org/wiki/Reading_(activity) (online 18 January 2009).

E. Micro skills and Macro skills for Reading

According to H. D. Brown in his book, entitle Language Assessment. Principles and Classroom Practices. There are two skills for reading; they are micro skills and macro skills.[24] Micro skills for reading consist of:

1. Discriminate among the distinctive graphemes and orthographic patterns of English.

2. Retain chunks of language of different lengths in short-term memory.

3. Process writing at an efficient rate of speed to suit the purpose.

4. Recognize a core of words, and interpret a word order patterns and their significance.

5. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.

6. Recognize that a particular meaning may be expressed in different grammatical forms.

7. Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses.

The macro skills for reading consist of:

1. Recognize the rhetorical forms of written discourse and their significance for interpretation.

2. Recognize the communicative functions of written texts, according to form and purpose.

3. Infer context that is not explicit by using background knowledge.

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[24] http://www.fppti.hu/szakteruletek/idegennyelv/angol/vegyes/longman3_reading.pdf (online 26 April 2009.

4. From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

5. Distinguish between literal and implied meanings.

6. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

7. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

From the explanation above, it can be seen that in reading, there are two skills that should be mastered by the readers, they are micro skill and macro skill. If the reader can master both micro skill and macro skill for reading, the reader will achieve the purpose of their reading easily.

F. Reading Accuracy

Word reading accuracy is mainly dependent on phonological decoding skills. Quite obviously, problems and mistakes in working out the correct pronunciation of a certain grapheme string will have a strong negative influence on reading accuracy, fluency, and comprehension.[25]

From the explanation above, it can be looked that pronunciation is very important in reading accuracy. When the reader cannot use the correct pronunciation when reading aloud, it can make some difficulties for the listener in

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[25] http://www.winsorlearning.com/resources/articles/fluency/reading_fluency.shtml (online 30 January 2009).

gain the meaning of what the reader read. Because of that, the readers should master pronunciation to get accuracy in their reading.

G. Reading Aloud

Learning how to read is a monumental endeavour, and is considered by many to be one of the most complex tasks the human brain undertakes during the course of a lifetime. Between syntax and semantics, phonemic awareness and inferential understanding, it is astounding to think that our formal entrée into reading begins at such a young age! Regardless of the difficulty, becoming a fluent reader is an absolute necessity. Students must be able to decode words, understand words within context, discriminate between different types of text and real aloud. Whether we are reading for school, work or pleasure, the ability to read well is a skill learned in youth from which we benefit throughout our lives.

According to the writer, reading aloud can be used to measure the students' ability in pronunciation. Because, in reading aloud, the reader must read the text orally and loudly so that the ability of someone in reading and pronunciation can be measurable.

H. The Problem of Reading

Historically, Byrne speaks of advances in understanding reading problem. He reminds us that we have come a long way from Hinshelwood and Orton's pioneering work in the area of reading disabilities. Orton's proposal was that reading failure resulted in a "lack of fill hemispheric specialization producing

confusing competition for the non-dominant hemisphere's reserved images". Orton referred to this twisting of symbols as "strephosymbolia".[26]

The sixties introduced research on "cross-modal" integration problems proposed originally by Birch and Belmont. The seventies, in addition to the previously mentioned areas of investigation, focused on visuo-spatial discrimination, eye movements and sequential perception. This focus was a resurgence Hinshelwood's work on "Congenital word-blindness" at the turn of the century.[27]

The 1980's and 1990's mainly focused on language-based deficiencies. Linguistic tasks such as phonological awareness, phonetic memory syntactic and semantic based problems, maturational lag in reading experience (schema), and social influences (environment) were believed to be the source of reading problems. One exception was the work of Dale Willow's which continued to investigate visual processes in reading problems. It may be worth noting that most of the research in the area of visual processing problems is mainly from a clinical and neuropsychological research source, using psychometric test. The data it collects may not be generalizable to the classroom.[28]

Increasingly, more work is being done in reading research. Blachman reported that" researchers have isolated a process (phonological awareness) that is a mayor

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[26]Daniel D. Damers, *Speed and Accuracy in Oral Reading as a Predictor of Reading Success: an Evaluation of the Fluency Assessment Screening Test (F. A. S. T)*, p. 15.

[27] *Ibid.*

[28] *Ibid.* , p. 15-6.

determinant of the early acquisition of reading and one of the keys to the prevention of reading disability".[29]

I. Teaching Reading in University Level

Along with the very important skills of managing time and making effective notes at university is the task of reading. As the students make the transition to university learning, changes in the way the students must structure their time are apparent; there is much to do and the students may quickly realize that they must take on the responsibility for structuring study and leisure times to be effective. Often, too, the transition to large lecture halls and note making from lectures may be new to the students; the students have made notes in class before, but keeping up with the pace and volume of material presented can be a real challenge. Likewise reading changes at university. For many students, though, the changes required are not so obvious as the sharp increase in reading load and difficulty.

As the students enter university, reading takes on a central role as part of their approach to learning. It is very important to read independently and effectively to learn significant portions of a course of study.

Mi-jeong Song, in the article reports a study of strategy training for the reading in an ongoing university foreign language-reading classroom. The training method was modified from the procedure developed by Brown and Polincsar, which involved four concentrate reading strategies: summarizing, questioning, clarifying, and predicting. The following research questions were addressed: "Does strategy training enhance the reading ability of EFL college students?" if

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[29] *Ibid.* , p. 16.

so, "How is the effectiveness of reading strategy training related to the proficiency of the students?"Which types of reading comprehension question are affected by strategy training?" Results show that strategy training is effective in enhancing EFL reading, and that the effectiveness of the training varies with L2 reading proficiency. The results also indicate that students' performance on certain types of reading comprehension question is improved by the training method. These findings suggest that foreign language reading pedagogy, especially for adult students in academic settings, should include explicit and direct strategy teaching.[30]

From the results of Mi-jeong Song's research above, in can be concluded that in teaching reading, especially in university level, the appropriate strategy is very needed and essential to enhance the students' proficiency of reading.

J. The Definition of Pronunciation

Pronunciation can be defined in general terms as the production of significant sound in two senses. First, sound is significant because it is used as part of code of particular language. So we can talk about the distinctive sounds of English, French, Thai, and other languages. In this sense, we can talk about pronunciation as the production and reception of sounds of speech. Second, sound is significant because it is used to achieve meaning in context of use. Here the code combines with other factors to make communication possible. In this sense, we can talk about pronunciation with reference to acts of speaking.[31]

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[30] Mi-jeong Song. 1998. *Teaching Reading Strategies in an Ongoing EFL University Reading Classroom*. http://www.cuhk.edu.hk/ajelt/vol8/art3.htm (online 29 May 2009).

[31] Christiane Dalton and Barbara Seidlhofer, *Pronunciation,* New York: Oxford University Press, 1995, p. 3.

From the definition above, it can be said that pronunciation is the way to sound a word of the language or the rule to sound the word.

K. The Feature of Pronunciation

There are some features of pronunciation, they are:

1. Intonation

One of the most common problems when learning another language is related to intonation. Students by themselves observe that there is something wrong when they are asked to say certain sentences or to write them, but cannot identify the problem, either because they have a low level of English or they have a high level of proficiency but do not have much contact with the language. [32]

Intonation is often defined as speech melody, consisting of different tones. Obviously, what melody (song) and intonation have in common is that in either we make our voice go up or down at will, that is to say, the tone depends on the pitch of the voice.[33]

Intonation is the music of the language. In English, tone is used to show emotion or to ask questions. It is important to recognize the meaning behind the tones used in conversation, and to be able to use them so there will be no misunderstandings between the speaker and the listener. It is true that mistakes in pronunciation of sounds can be overlooked, but you would be aware of them.[34]

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[32] *Intonation, Stress, and Rhythm*..http://www.webartigos.com/articles/4969/1/intonation/pagina1.html (online 22 February 2009)

[33]Christiane Dalton and Barbara Seidlhofer, *Pronunciation* , p. 44.

[34]*Intonation, Stress, and Rhythm*. http://www.webartigos.com/articles/4969/1/intonation/pagina1.html (online 22 February 2009).

There are six functions of intonation according Crystal.[35] They are:

a. Emotional: expression of attitudinal meanings such as excitement, surprise, reserve, etc.

b. Grammatical: marking of grammatical contrasts, such as chunking into clauses and sentences, or contrast between questions and statements.

c. Information structure: marking of the distinction between what is already known and what is new; for example, if someone says 'I saw a BLUE car', this presupposes that is already known that a car is being talked about, and 'blue' is the new information.

d. Textual: marking of the structure of larger stretches of discourse, such as the distinctive melodic shape which different paragraph are given in news-reading.

e. Psychological: organization of discourse into units that are more easily perceived and memorized, for example, the tendency to divide telephone numbers into rhythmical chunks.

f. Indexical: markers of personal identity, and of group membership; for example, members of certain occupations have distinctive ways of speaking, such as preachers, sports commentators, street vendors, etc.

There are some kinds of intonation in English. They are rise, fall, rise-fall, and glide intonation. Here is the example of how to use intonation in reading the text:

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[35] Christiane Dalton and Barbara Seidlhofer, *Pronunciation* p. 49.

Asking People to Do Thing[36]

When Henry Allen came home from the office last Thursday night saw a note from his wife on the kitchen table, "Henry," the note said, "My mother isn't well and I am going home to be with her for a few days. There are a few things that ought to be done while I'm away."

"First, take your blue coat to the dry cleaner's and leave your shirts at the laundry. At the some time, would you please stop at the shoe repairmen's and get my brown shoes? And go to the supermarket and get some coffee, milk and butter. When you get home, please telephone Mary Bickford and tell her I won't be able to go to her party tomorrow evening. Tell her why I can't come."

"There are three things that must be done before you go to work tomorrow morning; leave a note for the milkman asking for just one quart of milk, not two; put the garbage in the backyard; give the dog something to eat."

"If you have time on Saturday, out the grass. Don't forget the grass in the back yard. The newspaper boy will come on Saturday afternoon. Be sure to give him money."

"I think that's all. I'll telephone this evening and let you know how mother is."

Henry looked out the window at the grass. Alice wanted him to cut. His wife had asked him to do many things. He hoped her mother would be well very quickly.

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[36] Suharyadi Sastrosumarto, *Pronunciation*, Surakarta, Universitas Sebelas Maret, 1999, p. 29.

2. Rhythm

Every language has a speech rhythm, or even better various speech patterns, that becomes the basis for basic pronunciation and general communication in that language.[37]

Teaching ESL pronunciation can be fun for both teacher and student alike, and ESL teachers should design a general pronunciation strategy that will serve as the foundation for the kinds of pronunciation problems students will face in basic communication.[38]

Beginning with a consideration (toward eventual application) of having ESL students practice pronunciation using speech patterns and speech rhythm, ESL teachers will find that the always tense "right/wrong" process of correcting pronunciation can be alleviated by paying closer attention to the general principles of speech rhythm rather than specific consonants and vowels.[39]

Rhythm, actually, is timing patterns among syllables. However, the timing patterns are not the same in all languages. There are, particularly, two opposite types of rhythm in languages: stress-timed and syllable-timed. According to Mackay, stress-timed rhythm is determined by stressed syllables, which occur at regular intervals of time, with an uneven and changing number of unstressed

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[37] Marc Roberts, 2006, *ESL Students Need Speech Rhythm*. http://esllanguageschools.suite101.com/article.cfm/have_esl_students_speak_in_rhythm (online 22 February 2009).
[38] *Ibid.*
[39] *Ibid.*

syllables between them; syllable-timed rhythm is based on the total number of syllables since each syllable takes approximately the same amount of time.[40]

3. Stress

There are two types of stress in English pronunciation. They are word stress and sentence stress.

a. Word stress

One of the numerous problems, with which every person faces when teaching pronunciation, is the word stress. The great difficulties emerge because there are many words - exceptions, which do not stick to pronunciation rules and therefore it is hard to find the syllable that is stressed.[41]

In linguistics, stress is defined as the emphasis that is given to certain syllables in a word, that is why stressed syllables are often perceived as being more forceful than non-stressed syllables. Languages can be differentiated according to the place of word stress. The traditional classification of languages concerning place of stress in a word is into those with a fixed stress and those with a free stress.[42]

In languages with a fixed stress, the occurrence of the word stress is limited to a particular syllable in a word. For instance, in French, the stress falls on the last syllable of the word and *finding stressed syllables presents no difficulty*. In languages with a free stress, its place is not confined to a specific position in the

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[40] Chi-Fen Chen, Chuen-Yn Fan, and Hsiang-Pao Lin, *A New Perspective on Teaching English Pronunciation: Rhythm.* http://members.tripod.com/chifenchen/papers/paper-2.html (online 22 February 2009)

[41] *Word Stress and Pronunciation of Difficult Words.*
http://www.qwertystudios.com/speech/tts-study/study-accurate-pronunciation/word-stress.html (online 22 February 2009).

[42] *Ibid.*

word. In one word, it may fall on the first syllable, in another on the second syllable, in the third word - on the last syllable, etc.[43]

b. Sentence stress

Sentence stress is the music of spoken English. Like word stress, sentence stress can help us to understand spoken English, especially when spoken fast.

Sentence stress is what gives English its rhythm or "beat". Sentence stress is accent on certain words within a sentence.

Most sentences have two types of word:

1) content words

2) structure words

Content words are the key words of a sentence. They are the important words that carry the meaning or sense. Structure words are not very important words. They are small, simple words that make the sentence correct grammatically. They give the sentence its correct form or "structure".[44]

L. The Sounds of English and the International Phonetic Alphabet

The International Phonetic Alphabet (IPA) is a system of phonetic notation based on the Latin alphabet, devised by the International Phonetic Association as a standardized representation of the sounds of spoken language. The IPA is used

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[43] *Ibid.*

[44] *Sentence Stress in English.* http://www.englishclub.com/pronunciation/sentence-stress.htm (online 22 February 2009).

by foreign language students and teachers, linguists, speech pathologists and therapists, singers, actors, lexicographers, and translators.[45]

The IPA is designed to represent only those qualities of speech that are distinctive in spoken language: phonemes, intonation, and the separation of words and syllables. To represent additional qualities of speech such as tooth gnashing, lisping, and sounds made with a cleft palate, an extended set of symbols called the Extensions to the IPA is used. [46]

Below is the chart of International Phonetic Alphabet that adapted from Tomasz P. Szynalski, Antimoon.com.[47]

Table 2.1 the Chart of International Phonetic Alphabet

Vowel			Consonant		
IPA	Word	Pronunciation	IPA	Word	Pronunciation
ʌ	c*u*p, l*u*ck	/kʌp/, /lʌk/	b	*b*ad, la*b*	/bed/, /læb/
ɑ:	*ar*m, father	/ɑːm/, /ˈfɑːðə(r)/	d	*d*id, la*d*y	/dɪd/, /leɪdɪ/
æ	c*a*t, bl*a*ck	/kæt/, /blæk/	f	*f*ind, i*f*	/faɪnd/, /ɪf/
e	m*e*t, b*e*d	/met/, /bed/	g	*g*ive, fla*g*	/gɪv/, /flæg/
ə	*a*way, cin*e*ma	/əˈweɪ/, /ˈsɪnəmə/	j	*y*es, *y*ellow	/jes/, /ˈjeləʊ/

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[45] *International Phonetic Alphabet.*
http://en.wikipedia.org/wiki/International_Phonetic_Alphabet (online 14 March 2009).
[46] *Ibid.*
[47] Tomasz P. Szynalski, *The sounds of English and the International Phonetic Alphabet.* http://www.antimoon.com/how/pronunc-soundsipa.htm (online 13 March 2009).

ɜːʳ	turn, learn	/tɜːʳn/, /lɜːʳn/	k	cat, back	/kæt/, /bæk/
ɪ	hit, sitting	/hɪt/, /sɪttɪŋ/	l	leg, little	/leg/, /ˈlɪtl/
iː	see, heat	/siː/, /hiːt/	m	man, lemon	/mæn/, /ˈlemən/
ɒ	hot, rock	/hɒt/, /rɒk/	n	no, ten	/nəu/, /ten/
ɔː	call, four	/kɔːl/, /fɔː(r)/	ŋ	sing, finger	/sɪŋ/, /ˈfɪŋgə(r)/
u	put, could	/put/, /kəd; strong form kud/	p	pet, map	/pet/, /mæp/
uː	blue, food	/bluː/, /fuːd/	r	red, try	/red/, /traɪ/
aɪ	five, eye	/faɪv/, /aɪ/	s	sun, miss	/sʌn/, /mɪs/
au	now, out	/nau/, /aut/	ʃ	she, crash	/ʃi; strong form ʃiː/, /kræʃ/
ɒu	go, home	/gou/, /houm/	t	tea, getting	/tiː/, /gettɪŋ/
eaʳ	where, air	/weaʳ/, /eaʳ/	tʃ	check, church	/tʃek/, /tʃɜːtʃ/
eɪ	say, eight	/seɪ/, /eɪt/	θ	think, both	/θɪŋk/, /bouθ/
ɪaʳ	near, here	/nɪaʳ/, /hɪaʳ/	ð	this, mother	/ðɪs/, /ˈmʌðə(r)/
ɔɪ	boy, join	/bɔɪ/, /dʒɔɪn/	v	voice, five	/vɔɪs/, /faɪv/
uaʳ	pure, tourist	/pjuaʳ/, /ˈtuaʳɪst/	w	wet, window	/wet/, /ˈwɪndou/
			z	zoo, lazy	/zuː/, /ˈleɪzi/
			ʒ	pleasure, vision	/ˈpleʒə(r)/, /ˈvɪʒn/
			dʒ	just, large	/dʒʌst/,

		/ɑːdʒ/

In some (not many) dictionaries, the ᵊphoneme is written as ɛ(do not confuse with ɜ:), which is actually more appropriate, because e in IPA does *not* correspond to the sound in *met* and *bed*. In əʳand ɜːʳ, the ʳis not pronounced in British, unless the sound comes before a vowel (as in *answering, answer it*). In America, the ʳis always pronounced, and the sounds are sometimes written as ɚand ɝ. In America, ɑːand ɒare one vowel, so *calm* and *cot* have the same vowel. In American-only transcription, *hot* is written asɦɑːt. About 40% of Americans pronounce ɔːthe same way asɑː, so that *caught* and *cot* have the same vowel. In American-only transcription, ɔːis written asɒː. oʊhas been traditionally written as əʊin British sources. Today oʊis probably more appropriate for both BrE and America. In eəʳ ɪəʳ ʊəʳ, the ʳis not pronounced in British, unless the sound comes before a vowel (as in *dearest, dear Ann*). In America, the ʳis always pronounced, and the sounds are often written as erɪrʊr.[48]

International Phonetic Alphabet (IPA) also has special symbols. The apostrophe symbol (ˈ) is used to show word stress. Usually, it is placed before the stressed syllable in a word. For example, /ˈkɒntrækt/ is pronounced like this, and /kənˈtrækt/ like that. Word stress is explained in our article about phonetic transcription. ʳ is not a sound — it is a short way of saying that an ʳis pronounced only in American English. For example, if you write that the pronunciation of *bar* is /bɑːʳ/, you mean that it is /bɑːr/ in American English, and /bɑː/ in British English. However, in British, ʳwill be heard if ʳis followed by a vowel. For

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[48] *Ibid.*

example, *far gone* is pronounced /ˈfɑː ˈɡɒn/ in British, but *far out* is pronounced /ˈfɑː ˈraut/. i("medium i") is usually pronounced like a shorter version of iː, but sometimes (especially in an old-fashioned British accent) it can sound like ɪ. Examples: *very* /ˈveri/, *create* /kriˈeɪt/, *previous* /ˈpriːviəs/, *ability* /əˈbɪlɪti/. əl ("Syllabic l") shows that the consonant lis pronounced as a separate syllable (it sounds like vowel). Examples: *little* /ˈlɪtəl/, *uncle* /ˈʌŋkəl/. Instead of the əl symbol, some dictionaries use l/ˈlɪtl/ or əl/ˈlɪtəl/. ən("syllabic n") shows that the consonant nis pronounced as a separate syllable (it sounds like a vowel). Examples: *written* /ˈrɪtən/, *listen* /ˈlɪsən/. Instead of the ənsymbol, some dictionaries use nor ən.[49]

M. The Nature of Pronunciation Problems

It is considered that the nature of pronunciation problems involved in learning a foreign language, it will appeared that each problem is different in nature, and accordingly, needs a different way of tackling by the student.[50]

One problem is concerned with the identification of the foreign sounds. This means that he has to remember their acoustic qualities so that he will be able to identify them in utterance directly. An Indonesian student, for instance, should be able to remember the acoustic quality of the English vowel /a/ as found in the word *man* and to identify it in a connected speech to keep it distinct from a similar vowel as found in the word *men*. This is a matter of ear training, which means that

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[49] *Ibid.*

[50] Ramelan, *English Phonetics,* Semarang: Ikip Semarang Press, 1985, p. 9.

his ears must be trained and drilled in hearing the sound in question repeatedly until they get familiar with it and can remember its acoustic quality.[51]

Another problem has to do with the production of the foreign sounds by his organs of speech. Ability in hearing and identifying the acoustic quality of the foreign sounds is prerequisite for the ability in producing them. Without having heard the quality of a given sound before, one cannot be expected to pronounce it; when he has heard the sound produced by someone else, he may be able to produce it himself by imitating the speaker. This is a matter of training to move the speech organs, or also called mouth-gymnastics, which should be practiced repeatedly. Knowledge about the phonetic theory and the ways of moving the speech organs for the production of the foreign sounds, combined with much prac learner.[52]

Ability in identifying and producing the foreign sounds involves not only sounds in isolation, but also sounds occurring in a connected speech. Therefore, the student should be able to catenate sounds, that is, to join each sound in a sequence in the next sound without difficulty or stumbling. Familiarity with phonetic symbols is also very important, since they represent speech sounds more consistently than the letters in the orthography. Besides, phonetic transcription also shows him visually the order in which speech sounds are arranged in a sequence.[53]

There is still another problem of different nature, which is concerned with the production of the so-called 'suprasegmental features' like stress, length pitch, and

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[51] *Ibid.*

[52] *Ibid* , p. 9-10.

[53] *Ibid* , p. 10.

intonation. It is obvious that the student cannot overlook these features because they are usually different in different languages. Someone may be able to produce the foreign sounds correctly, but if the stress patterns or the intonation patterns of his own mother tongue are transferred to the foreign language, his speech will be stamped as 'foreign' by the native speaker. Again, untiring imitation and disciplined practice will help the student to produce the suprasegmental features correctly.[54]

N. Historical Review of Teaching Pronunciation

Views on teaching pronunciation changed dramatically over the last half of the twentieth century. In the heyday of audiolingualism and its various behavioristic methodological variants, the pronunciation component of a course or program was a mainstay. In the 1970s, as the language-teaching profession began to experience a revolution of sorts, explicit pedagogical focus on anything that smacked of linguistic nuts and bolts and bolts was under siege by proponents of the various non-directive "let-it-just-happen" approaches to language teaching. Pronunciation instruction became somewhat incidental to a course of study. By the mid-1980s, with greater attention to grammatical structures as important elements in discourse, to a balance between fluency and accuracy, and to the explicit specification of pedagogical tasks that a learner should accomplish, it became clear that pronunciation was a key to gaining full communicative competence.[55]

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[54] *Ibid.*

[55] H. Douglas Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy-2nd ed,* New York: Addison Wesley Longman, 2001, p. 283.

Current approaches to pronunciation contrast starkly with the early approaches. Rather than attempting only to build a learner's articulatory competence from the bottom up, and simply as the mastery of a list of phonemes and allophones, a top-down approach is taken in which the most relevant features of pronunciation-stress, rhythm, and intonation- are given high priority. Instead of teaching only the role of articulation within words, or at best, phrases, we teach its role in a whole stream of discourse. Rita Wong reminded us that:

> Contemporary views [of language] hold that the sounds of language are less crucial for understanding than the way they are organized. The rhythm and intonation of English are two major organizing structures that native speakers rely on to process speech.... Because of their major roles in communication, rhythm and intonation merit greater priority in the teaching program than attention to individual sounds.[56]

Wong's comments reflect an approach that puts all aspects of English pronunciation into the perspective of a communicative, interactive, whole language view of human speech. Once again, history taught us the lesson of maintaining balance.[57]

Many learners of foreign languages feel that their ultimate goal in pronunciation should be accent free speech that is indistinguishable from that of a native speaker. Such a goal is not only unattainable for virtually every adult learner, but also in a multilingual, multicultural world, accents are quite acceptable. With the rapid spread of English as an international language, native accents have become almost irrelevant to cross-cultural communication.

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[56] *Ibid.* , p. 283-4.
[57] *Ibid.* , p. 284.

Moreover, as the world, community comes to appreciate and value people's heritage, one's accent is just another symbol of that heritage.[58]

The goal of the teachers of pronunciation should therefore be more realistically focused on clear, comprehensible pronunciation. At the beginning levels, the goal of pronunciation teaching is to surpass the learners that threshold beneath which pronunciation detracts from their ability to communicate. At the advanced levels, pronunciation goals can focus on elements that enhance communication: intonation features that go beyond basic patterns, voice quality, phonetic distinctions between registers, and other refinements that are far more important in the overall stream of clear communication than rolling the English /r/ or getting a vowel to perfectly imitate a "native speaker".[59]

There are some factors that affect pronunciation adapted from Kenworthy, They are:[60]

1. Native language. Clearly, the native language is the most influential factor affecting a learner's pronunciation. If we are familiar with the sound system of a learner's native language, we will be better able to diagnose student difficulties. Many L1-L2 carryovers can be overcome through a focused awareness and effort on the learner's part.

2. Age. Generally speaking, children under the age of puberty stand an excellent chance of "sounding" like a native "if they have continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a "foreign accent", there is no particular advantage attributed to age.

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[58] *Ibid.*
[59] *Ibid.*
[60] *Ibid.* , p. 284-5.

A fifty-year-old can be a successful as an eighteen-year-old if all other factors are equal.

3. Exposure. It is difficult to define exposure. One can actually live in a foreign country for some time but not take advantage of being "with the people". Research seems to support the notion that the quality and intensity of exposure are more important than mere length of time.

4. Innate phonetic ability. Often referred to as having an "ear" for language, some people manifests a phonetic coding ability that others do not. In many cases, if a person has had exposure to a foreign language as a child, this are simply more attuned to phonetic discriminations.

5. Identify and language ego. Yet another influence is one's attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers. Learners need to be reminded of the importance of positive attitudes toward the people who speak the language (if such a target is identifiable), but more important, students need to become aware of- and not afraid of- the second identity that may be emerging within them.

6. Motivation and concern for good pronunciation. Some learners are not particularly concerned about their pronunciation, while other are. The extent to which learners' intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list. If that motivation and concern are high, then the necessary effort will be expended in pursuit of goals.

O. The Definition of Text

According to Hornby, text is the main written or printed part of a book or page, contrasted with notes, illustrations, and etcetera.[61] It can be also said that text is a passage from the scriptures or another authoritative source chosen for the subject of a discourse or cited for support in argument.

In this study, the writer used passage as the instrument of test. Passage is a section of text; particularly a section of medium length.

P. Descriptive Study

Suharsimi Arikunto states that:

> *Penelitian deskriptif merupakan penelitian yang dimaksudkan untuk mengumpulkan informasi mengenai status suatu gejala yang ada, yaitu keadaan gejala menurut apa adanya pada saat penelitian dilakukan. Penelitian deskriptif tidak memerlukan administrasi atau pengontrolan terhadap suatu perlakuan* (descriptive study intends to gather information about the status of the actual fact of tendency and it doesn't need any administrating or controlling of action).[62]

The meaning of descriptive method could be concluded that descriptive method used to collect information from the fact or tendency.

Descriptive designs are designed to gain more information about a particular characteristic within a particular field of study. A descriptive study may be used to, develop theory, identify problems with current practice, justify current practice, make judgements or identify what others in similar situations may be doing. There is no manipulation of variables and no attempt to establish causality.[63]

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[61]A . S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, p. 1234.

[62] Suharsimi Arikunto, *Manajemen Penelitian,* Jakarta: Rineka Cipta, 2000. p. 309.

[63] http://www.fortunecity.com/greenfield/grizzly/432/rra2.htm#descriptive (online 14 February 2009)

Based on the explanation above, the writer can conclude that descriptive study is a study that used to describe something or someone based on the reality or the fact.

Q. Frame of Thinking

Teaching learning of reading is very essential in language learning and language acquisition. In reading lecture, the learners study about how to read the text correctly and how to comprehend the text that read by applying some strategies of reading.

Reading activity is divided into two ways, they are silent reading and reading aloud. Silent reading usually used to comprehend the text and it does not need phonological awareness but it just needs some strategies of reading such as SQ3R, SPE method, etc. In the meantime, reading aloud needs phonological awareness because if the reader does not have phonological awareness and good pronunciation, the listener will get some difficulties in getting the meaning of the text that read by the reader.

Meanwhile, the writer wants to know the students' accuracy in reading English text and the problems of accuracy of the students of English education program of STAIN Palangka Raya in reading English text after they study about reading comprehension I. It can be seen at the scheme below:
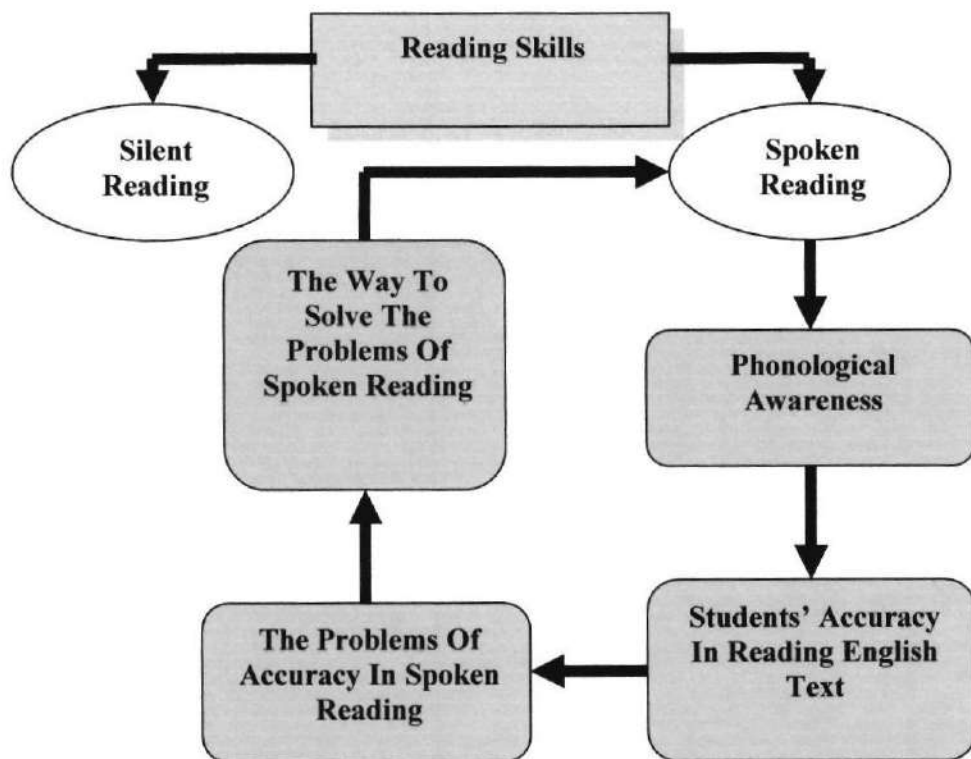
Figure 2.1 Frame of Thinking

CHAPTER III
RESEARCH METHOD

CHAPTER III
RESEARCH METHOD

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RESEARCH METHOD

A. Design of The Study

In the study, the writer used descriptive study as design of the study. Suharsimi Arikunto states that:

> *Penelitian deskriptif merupakan penelitian yang dimaksudkan untuk mengumpulkan informasi mengenai status suatu gejala yang ada, yaitu keadaan gejala menurut apa adanya pada saat penelitian dilakukan. Penelitian deskriptif tidak memerlukan administrasi atau pengontrolan terhadap suatu perlakuan* (descriptive study intends to gather information about the status of the actual fact of tendency and it doesn't need any administrating or controlling of action).[64]

The meaning of descriptive method could be concluded that descriptive method used to collect information from the fact or tendency. This study collects the information about the students' accuracy in reading English text of second semester students of English education program at STAIN of Palangka Raya. Accuracy in this study refers to the using correct pronunciation in reading English text. The students' accuracy in reading English text will be interpreted in table students' score and it will be constructed into histogram.

B. Approach and Types of the Study

The approach of the study was quantitative approach. Quantitative research is the systematic scientific investigation of quantitative properties and phenomena and their relationships. The objective of quantitative research is to develop and employ mathematical models, theories and/or hypotheses pertaining to natural phenomena. The process of measurement is central to quantitative research

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[64] Suharsimi Arikunto, *Manajemen Penelitian,* Jakarta: Rineka Cipta, 2000. p. 309.

because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships.[65]

The type of the study was descriptive study. A descriptive study may be used to, develop theory, identify problems with current practice, justify current practice, make judgments or identify what others in similar situations may be doing. There is no manipulation of variables and no attempt to establish causality.[66]

C. Population

Population is all the subject of the research. According to Encyclopaedia of Educational Evaluation, "a population is a set (or collection) of all elements processing one or more attributes of interest".[67] In this study, the population was all the second semester students of English program at STAIN of Palangka Raya who had taken reading comprehension I.

D. Technique of Data Collection

This study used some methods to collect the data, they were:

1. Test

Suharsimi Arikunto states that test is "*serentetan pertanyaan atau latihan atau alat lain yang digunakan untuk mengukur kemampuan atau bakat yang dimiliki*

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[65]*Quantitative research*. http://en.wikipedia.org/wiki/Quantitative_methods (online 10 February 2009)

[66] *Quantitative Research Design*. http://www.sportsci.org/jour/0001/wghdesign.html (online 10 February 2009).

[67] Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktik (Edisi Revisi VI)*, Jakarta: Rineka Cipta, 2006. p. 130.

oleh individual atau kelompok" (a set of questions, exercises, or other instrument that is used to measure the ability or talent belonging to the individual or group).[68]

In this study, test was used to collect the data. The result of the test was used to measure the students' accuracy in reading English text of second semester students of English education program at STAIN of Palangka Raya. Test in this study was in the form of oral test. In this test, the students were asked to read some English text. Then, the researcher recorded what the students read to get the result of the test.

In order to measure the validity of the test instrument and to get reliable result of the study, there are some formulated that used as follows:

a. Instrument Validity

Validity refers to the degree to which the test actually measures what it claims to measure. Test validity is also the extent to which inferences, conclusions, and decisions made on the basis of test scores are appropriate and meaningful.[69] Sugiono states, *"Instrumen yang valid berarti alat ukur untuk mendapatkan data (mengukur) itu valid. Valid berarti instrument tersebut dapat digunakan untuk mengukur apa yang seharusnya diukur".*[70](Valid instrument means the measurement device to get (measure) the data is valid. Validity means the instrument is useable to measure what should be measured).

To make the instrument is valid in conducting test; the writer uses some of the kinds of validity. They are:

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[68] Suharsimi Arikunto, *Prosedur Penelitian,*. p. 127.
[69] *Test Reliability and Validity Defined.*
http://cc.ysu.edu/~rlhoover/OPTISM/reliability_validity.html (online 23 July 2009)
[70] Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D,,*
Bandung: Alfabeta, 2007, p. 121.

1). Face validity

According to Heaton, the test or instrument has face validity if a test items looks right to other testers.[71] Related to face validity, the writer consulted the instrument of the test to her advisor before conducting test and also asked to the other friends who have been doing the research about the instrument that will be used.

2). Content Validity

Djiwandono states, *"Validitas isi menntut adanya kesesuaian isi antara kemampuan yang ingin diukur dan tes yang akan digunakan untuk mengukurnya".*[72] (Content validity demans a content suitability between a skill being measured and a used test to measure). Meanwhile, Sudijono states, *"Validitas isi dari suatu tes hasil belajar adalah validitas yang diperoleh setelah dilakukan penganalisaan, penelusuranatau pengujian terhadap isi yang terkandung dalam tes hasil belajar tersebut".*[73] (Content validity of a learning result test is the validity that is gained after doing the analysis, investigation or examination of the content that is contained in the learning result test). In constructing the material, the writer considered the construction based on the syllabus of the English program at STAIN of Palangka Raya. The writer used the kinds of text that is used in teaching-learning of reading comprehension I.

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[71] J. B. Heaton, *Writing English Language Test*, England: Longman, 1974, p. 153.

[72] M. Soenardi Djiwandoyo, *Tes Bahasa dalam Pengajaran*, Bandung: ITB, 1996, p. 92.

[73] Anas Sudijono, Pengantar Evaluasi Pendidikan, Jakarta: PT Raja Grafindo Persada, 2007, p. 164.

3). Construct Validity

Djiwandono states: *"Pembuktian adanya validitas konstruk pada dasarnya merupakan usaha untuk menunjukkan bahwa skor yang dihasilkan suatu tes benar-benar mencerminkan konstruk yang sama dengan kemampuan yang dijadikan sasaran pengukurannya."*[74] (The authentication of construct validity is to show the finding score that reflects the same construct with the target skill of its measuring). Meanwhile, Nurkanca and Sumartana state, *"Validitas susunan artinya kejituan daripada suatu tes ditinjau dari susunan tes tersebut".*[75] (Construct Validity means the preciseness of the test based on its construction). The instruments that the writer constructed in the study were aimed to measure the language skill, because of that the instruments were constructed in purpose of finding the language skill and refers at the syllabus.

b. Instrument Reliability

Reliability refers to the degree to which a test is consistent and stable in measuring what it is intended to measure. Most simply put, a test is reliable if it is consistent within itself and across time.[76]

Related to the instrument reliability, the writer argues if this kind of test is reliable to be used when we want to measure the students' ability in reading English text, especially spoken reading because the instrument is constructed based on the measurement criteria to measure the ability. Because of that, this kind of test is reliable to be used in the further study.

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[74] M. Soenardi Djiwandono, *Tes Bahasa Dalam Pengajaran,* p. 96.
[75] Wayan Nurkanca & P. P. N Sumartana, *Evaluasi Pendidikan,* Surabaya: Usaha Nasional, 1986, p. 130.
[76] *Test Reliability and Validity Defined,.*
http://cc.ysu.edu/~rlhoover/OPTISM/reliability_validity.html (online 23 July 2009)

2. Interview

Nazir defines an interview as *"sebuah proses memperoleh keterangan untuk tujuan penelitian dengan cara tanya jawab sambil bertatap muka antara pewawancara dengan si responen dengan menggunakan alat yang dinamakan interview guide."*(Interview is a process to dig up the information in order to reach the objective of research by doing of dialogue between the interviewer and the respondent by using the interview guide).[77]

This technique was used as the supporting technique in order to know the information about the difficulties of reading faced by the second semester students of English education program at STAIN of Palangka Raya in reading English text and how they solve their problem in reading. The students that interviewed were only the students who get the lowest score of accuracy in reading English text.

3. Documentation

This technique was used to collect data, which is related to the research. It was used to support the data through documents or writings that has relation with this study. The data are taken from some cases as follows:

a. The amount, the name, and the Students' Registration Number of the second semester students of English education program at STAIN of Palangka Raya who has taken reading comprehension I.

b. The syllabus of reading comprehension course.

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[77] Moh. Nazir, *Metode Penelitian,* Jakarta: Ghalia Indonesia, 1988, p. 193-4)

E. Technique of Data Processing Procedure

In this study, there are four techniques used in data processing procedure. These techniques consist of editing, coding, scoring, and tabulating.

1. Editing

In this step, the researcher checked the students' name, the students' record, and their name in present list in order to make sure who follows the test and who does not follow the test. This step was to get clear information about who had followed the test.

2. Coding

After getting the result of the test done by the students, the real names of the students was replaced with the number A1, A2, A3, A4, and so on.

3. Scoring

The next step after coding, it was continued with scoring the students' redord. Scoring was given related to the concept and measurement that has been determined appropriately. To give the score of the test, the writer analyses the students' test result by comparing the students' test recording with the rubric scoring criteria. The data is scored using the guideline.

4. Tabulating

In tabulating, all the data related to the scores is re-arranged in the table. Then, to know the percentage of students' achievement, the formula below is used:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P   : Data percentage

F   : Frequency of the categories

N   : Total of respondent.[78]

F. Technique of the Data Analysis

In analysing the data, the researcher collected the data and classified them into some steps as follows:

1. Scoring

The students' accuracy in reading English text of fourth semester students of English education program at STAIN of Palangka Raya were determined using ISAT Reading Rubric regrouped by criteria for scoring purposes[79]. The rubric scoring is as follows:

Reading Aloud

- Exceeds standard (must receive 15 – 16 total points)

- Meets standard (must receive 11 – 14 total points)

- Approaches standard (must receive 7 – 10 total points)

- Begins standard or absent (must receive 4 – 6 total points)

Table 3. 1 Reading Rubric regrouped by criteria for scoring purposes

Score	Speed, Rate, or Pace	Voice Quality (Volume, Pitch, Tone)	Phrasing	Unfamiliar Words
4	• Pace is consistently and appropriately conversational. • Meaning is enhanced by pace.	• Voice quality distinguishes all characters and accentuates feelings appropriate for the passage.	• Reading is well phrased mostly in clause and sentence units, which augment clarity of meaning and expression. • Punctuation is	• Self-corrects with minor interruption of flow and no interference with meaning. Or

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[78] Anas Sudijono, *Pengantar StatistikPendidikan*, Jakarta: PT Raja Grafindo Persada, 1999, p. 40-1.

[79] *Reading Aloud*. http://www.isbe.state.il.us/ILS/ela/stage_E/1BE.pdf (online 26 April 2009).

				used effectively.	• Encounters no unfamiliar words.
3	• Pace is somewhat uneven with a mixture of conversational and slowed rate. • Meaning is not affected.	• Voice quality distinguishes most characters and conveys some feelings appropriate for the passage.	• Reading contains little choppiness with some pauses in the middle of clauses or sentence units; clarity of meaning and expression generally not affected. • Some attention is paid to punctuation.		• Encounters some unfamiliar words and can usually self-correct with minor interruption of flow and little interference with meaning.
2	• Pace is consistently too slow to be conversational. • Meaning is impeded.	• Voice quality sometimes distinguishes characters, but conveys little feeling appropriate for the passage.	• Reading contains noticeable choppiness with pauses and breaks at unexpected times; meaning and expression are affected. • Little attention is paid to punctuation.		• Encounters some unfamiliar words and can sometimes self-correct.
1	• Pace is slow and laborious. Little meaning is conveyed.	• Voice quality makes little or no distinction for various characters and has noticeable monotone features.	• Reading is done word-by-word with little sense of punctuation or phrasing; meaning and expression are lost in the "labour" of reading.		• Encounters several unfamiliar words and rarely or never self-correct.

2. Tabulating

The first is the students' scores for the result of the test and the second is for the percentage of the difficulties of reading faced by the fourth semester students

of English education programme of STAIN Palangka Raya in reading English text.

3. To find out the mean scores

The writer calculated them using the formula as follows:

$$M = \frac{\sum fx}{N}$$

Where:

M   : Mean

$\sum$: The sum of

x   : The scores

f   : the frequency of scores

N   : The number of test.[80]

4. Showing the whole result

This step was combined from some techniques analyses. Giving scoring to the students' test, then put it in a score table, table of frequency, and chart. Finding out the score, tabulating, and then looking for mean score of the students.

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[80] J. B. Heaton, *Writing English Language Test*, p. 109.

CHAPTER IV
DATA PRESENTATION
AND
RESEARCH FINDING

CHAPTER IV

DATA PRESENTATION

AND

RESEARCH FINDING

CHAPTER IV
DATA PRESENTATION AND RESEARCH FINDING

This chapter discussed the data presentation and research finding. In this case, it described: the accuracies of second semester students of English education program at STAIN of Palangka Raya in reading English text, the problem of accuracies of second semester students of English education program at STAIN of Palangka Raya in reading English text, and the problem solving of the problems of accuracy of second semester students of English education program at STAIN of Palangka Raya in reading English text.

A. The Accuracies of Second Semester Students of English Education Program at STAIN of Palangka Raya in Reading English Text

After taking research on the second semester students of English program at STAIN of Palangka Raya about the accuracy of reading English text by using three kind of English texts, the writer got data that can describe the accuracies of second semester students of STAIN at Palangka Raya. The students' result of the fist text is can be seen in the table below:

**Table 4.1 the students' score of the Accuracy in Reading English Text
(Text I)**

No	Name	Score
1	A1	9
2	A2	4
3	A3	10
4	A4	5
5	A5	8
6	A6	8
7	A7	10

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8	A8	8
9	A9	10
10	A10	10
11	A11	9
12	A12	4
13	A13	7
14	A14	9
15	A15	4
16	A16	5
17	A17	7
18	A18	4
19	A19	11
20	A20	9
21	A21	11
22	A22	8
23	A23	10
24	A24	12
25	A25	8
26	A26	8
27	A27	5
28	A28	10
29	A29	8
30	A30	11
31	A31	12
32	A32	12
33	A33	8
34	A34	7
35	A35	11
36	A36	4
37	A37	8
38	A38	10
39	A39	8
40	A40	7
41	A41	8
42	A42	11
43	A43	9
44	A44	5
45	A45	13
46	A46	8
47	A47	14
48	A48	12
49	A49	7
50	A50	8
51	A51	8
52	A52	9
53	A53	7
54	A54	6
55	A55	4

56	A56	8
57	A57	4
58	A58	6
59	A59	10
60	A60	6
61	A61	13
62	A62	6
63	A63	7
64	A64	10
65	A65	7
66	A66	9
67	A67	8

To make easier in understanding the frequency of the students' score in reading English text, the writer arranged the score into the table of relative frequency distribution below;

Table 4.2 Table of Relative Frequency Distribution of The students' score of the Accuracy in Reading English Text (Text I)

Score	Frequency	Percentage
14	1	1.49 %
13	2	2.99%
12	4	5.97 %
11	5	7.46 %
10	9	13.43 %
9	7	10.45 %
8	16	23.88 %
7	8	11.94%
6	4	5.97 %
5	4	5.97 %
4	7	10.45 %
	$\sum N=67$	100%
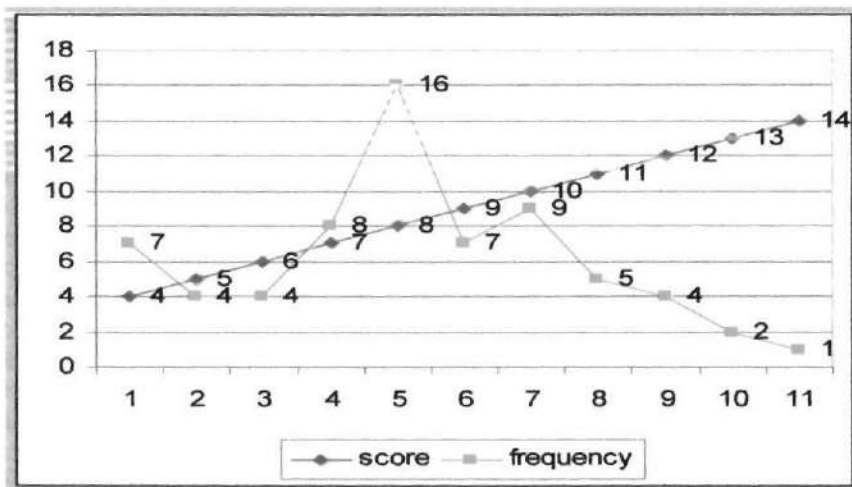
Figure 4.1 Frequency of the students' score of the Accuracy in Reading English Text (Text I)

The second text that used to test the students' accuracy in reading is longer than first text. Below is the result or the score of the students of the second text.

Table 4.3 The students' Score of the Accuracy in Reading English Text (Text II)

No	Name	Score
1	A1	8
2	A2	4
3	A3	10
4	A4	5
5	A5	10
6	A6	9
7	A7	9
8	A8	10
9	A9	8
10	A10	10
11	A11	7
12	A12	6
13	A13	7
14	A14	8
15	A15	5
16	A16	6
17	A17	8
18	A18	4
19	A19	9

20	A20	9
21	A21	10
22	A22	8
23	A23	9
24	A24	10
25	A25	9
26	A26	8
27	A27	5
28	A28	12
29	A29	8
30	A30	15
31	A31	12
32	A32	12
33	A33	9
34	A34	7
35	A35	10
36	A36	4
37	A37	8
38	A38	9
39	A39	8
40	A40	8
41	A41	7
42	A42	10
43	A43	9
44	A44	12
45	A45	11
46	A46	10
47	A47	16
48	A48	12
49	A49	8
50	A50	8
51	A51	7
52	A52	7
53	A53	7
54	A54	6
55	A55	4
56	A56	9
57	A57	5
58	A58	6
59	A59	10
60	A60	5
61	A61	12
62	A62	6
63	A63	5
64	A64	7
65	A65	7
66	A66	10
67	A67	9

Below is the table of relative frequency distribution to make easy in getting the information about the frequency of students' score in reading the second English text.

Table 4.4 Table of Relative Frequency Distribution of The students' score of the Accuracy in Reading English Text (Text I)

Score	Frequency	Percentage
16	1	1.49%
15	1	1.49%
14	0	0%
13	0	0%
12	6	8.96%
11	1	1.49%
10	11	16.42%
9	11	16.42%
8	12	17.91%
7	9	13.43%
6	5	7.46%
5	6	8.96%
4	4	5.97%
	$\sum N=67$	100%
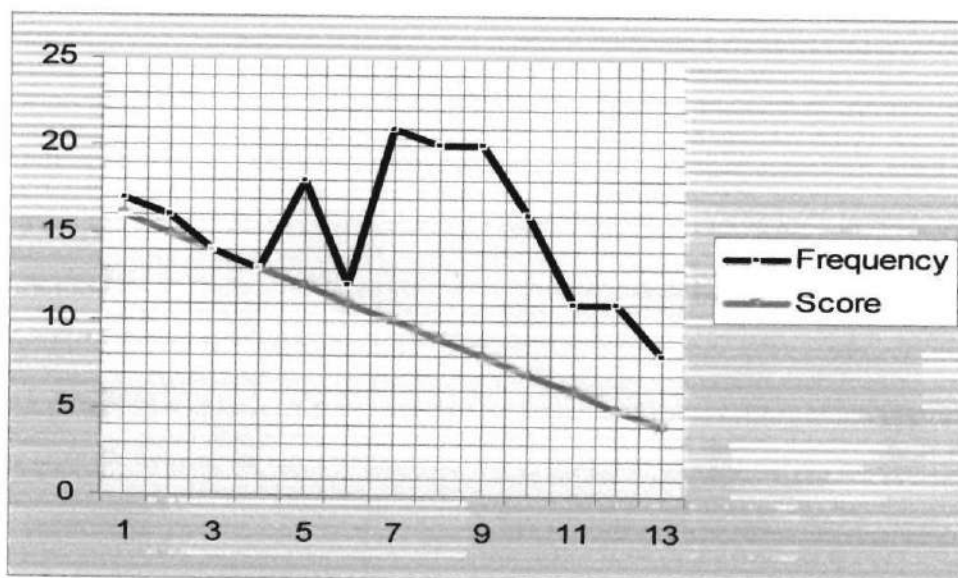
Figure 4.2 Frequency of the students' score of the Accuracy in Reading English Text (Text II)

After read the third text, the writer got the data about the students' accuracy in reading. Here, the text that the students read was the longest text from the other text. Below is the students' score of third text;

Table 4.5 The students' score of the Accuracy in Reading English Text (Text III)

No	Name	Total Score
1	A1	8
2	A2	4
3	A3	8
4	A4	5
5	A5	9
6	A6	8
7	A7	9
8	A8	10
9	A9	8
10	A10	12
11	A11	7
12	A12	6
13	A13	7
14	A14	7
15	A15	6
16	A16	5
17	A17	7
18	A18	4
19	A19	8
20	A20	8
21	A21	10
22	A22	8
23	A23	10
24	A24	9
25	A25	8
26	A26	8
27	A27	6
28	A28	10
29	A29	8
30	A30	11
31	A31	12
32	A32	12
33	A33	9
34	A34	5
35	A35	8
36	A36	4
37	A37	7

38	A38	11
39	A39	8
40	A40	7
41	A41	5
42	A42	11
43	A43	10
44	A44	10
45	A45	12
46	A46	9
47	A47	15
48	A48	11
49	A49	8
50	A50	8
51	A51	7
52	A52	7
53	A53	7
54	A54	5
55	A55	5
56	A56	9
57	A57	5
58	A58	6
59	A59	9
60	A60	5
61	A61	9
62	A62	6
63	A63	6
64	A64	7
65	A65	7
66	A66	9
67	A67	9

Below is the table of relative frequency distribution to make easy in getting the information about the frequency of students' score in reading the second English text.

Table 4.6 Table of Relative Frequency Distribution of The students' score of the Accuracy in Reading English Text (Text III)

Score	Frequency	Percentage
15	1	1.493%
14	0	0%
13	0	0%
12	4	5.970%
11	4	5.970%

10	6	8.955%
9	10	14.925%
8	14	20.896%
7	11	16.418%
6	6	8.955%
5	8	11.940%
4	3	4.478%
	$\sum N=67$	100%
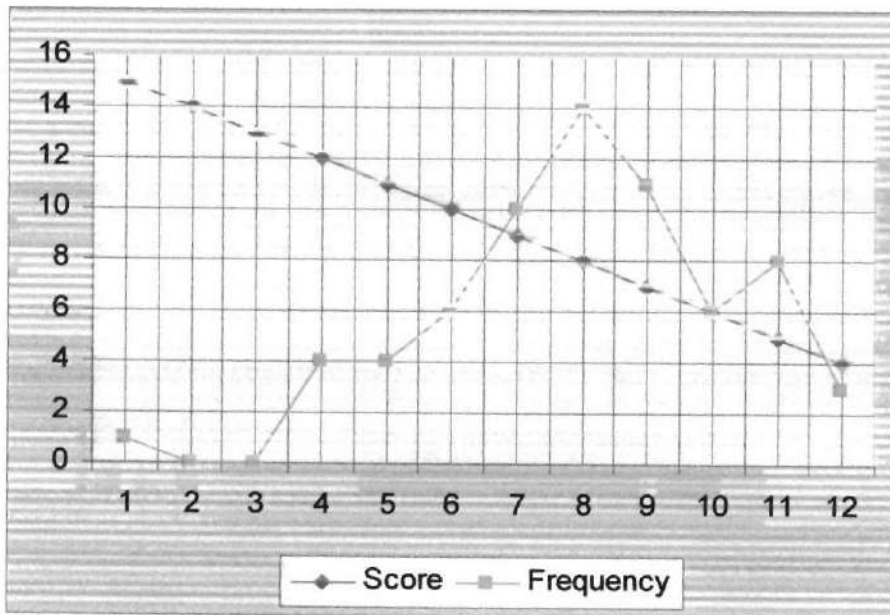
Figure 4.3 Frequency of the students' score of the Accuracy in Reading

English Text (Text III)

After getting all score of each text, the writer accumulated the whole score of each student to get the mean score. After that, the writer gave the category of each student based on their achievement score related to the reading rubric regrouped by criteria for scoring purposes. The category of the students can be seen in the table below;

Table 4. 7 The students' score of the Accuracy in Reading English Text

No	Name	Point			Mean of Total points Each Student	Category
		Text 1	Text 2	Text 3		
1	A1	9	8	8	8.33 = 8	Approaches standard
2	A2	4	4	4	4	Begins standard / absent
3	A3	10	10	8	9.33 = 9	Approaches standard
4	A4	5	5	5	5	Begins standard / absent
5	A5	8	10	9	9	Approaches standard
6	A6	8	9	8	8.33 = 8	Approaches standard
7	A7	10	9	9	9.33 = 9	Approaches standard
8	A8	8	10	10	9.33 = 9	Approaches standard
9	A9	10	8	8	8.66 = 9	Approaches standard
10	A10	10	10	12	10.66 = 11	Meets standard
11	A11	9	7	7	7.66 = 8	Approaches standard
12	A12	4	6	6	7.66 = 8	Approaches standard
13	A13	7	7	7	7	Approaches standard
14	A14	9	8	7	8	Approaches standard
15	A15	4	5	6	5.33 = 5	Begins standard / absent
16	A16	5	6	5	5.33 = 5	Begins standard / absent
17	A17	7	8	7	7.33 = 7	Approaches standard
18	A18	4	4	4	4	Begins standard / absent
19	A19	11	9	8	9.33 = 9	Approaches standard
20	A20	9	9	8	8.66 = 9	Approaches standard
21	A21	11	10	10	10.33 = 10	Approaches standard
22	A22	8	8	8	8	Approaches standard
23	A23	10	9	10	9.66 = 10	Approaches standard
24	A24	12	10	9	10.33 = 10	Approaches standard
25	A25	8	9	8	8.33 = 8	Approaches standard
26	A26	8	8	8	8	Approaches standard
27	A27	5	5	6	5.33 = 5	Begins standard / absent
28	A28	10	12	10	10.66 = 11	Meets standard
29	A29	8	8	8	8	Approaches standard
30	A30	11	15	11	12.33 = 12	Meets standard
31	A31	12	12	12	12	Meets standard
32	A32	12	12	12	12	Meets standard

33	A33	8	9	9	8.66 = 9	Approaches standard
34	A34	7	7	5	6.33 = 6	Begins standard / absent
35	A35	11	10	8	9.66 = 9	Approaches standard
36	A36	4	4	4	4	Begins standard / absent
37	A37	8	8	7	7.66 = 8	Approaches standard
38	A38	10	9	11	10	Approaches standard
39	A39	8	8	8	8	Approaches standard
40	A40	7	8	7	7.33 =7	Approaches standard
41	A41	8	7	5	6.66 = 7	Approaches standard
42	A42	11	10	11	10.66 = 11	Meets standard
43	A43	9	9	10	9.33 = 9	Approaches standard
44	A44	5	12	10	9	Approaches standard
45	A45	13	11	12	12	Meets standard
46	A46	8	10	9	9	Approaches standard
47	A47	14	16	15	14.66 = 15	Exceed standard
48	A48	12	12	11	11.66 = 12	Meets standard
49	A49	7	8	8	7.66 = 8	Approaches standard
50	A50	8	8	8	8	Approaches standard
51	A51	8	7	7	7.33 = 7	Approaches standard
52	A52	9	7	7	7.66 = 8	Approaches standard
53	A53	7	7	7	7	Approaches standard
54	A54	6	6	5	5.66 = 6	Begins standard / absent
55	A55	4	4	5	4.33 = 4	Begins standard / absent
56	A56	8	9	9	8.66 = 9	Approaches standard
57	A57	4	5	5	4.66 = 5	Begins standard / absent
58	A58	6	6	6	6	Begins standard / absent
59	A59	10	10	9	9.66 = 10	Approaches standard
60	A60	6	5	5	5.33 = 5	Begins standard / absent
61	A61	13	12	9	11.33 = 11	Meets standard
62	A62	6	6	6	6	Begins standard / absent
63	A63	7	5	6	6	Begins standard / absent
64	A64	10	7	7	8	Approaches standard
65	A65	7	7	7	7	Approaches standard
66	A66	9	10	9	9.33 = 9	Approaches standard
67	A67	8	9	9	8.66 = 9	Approaches standard

Table 4.8 The Frequency of Students' Point in Reading English Text

x (point)	f (frequency)	f.x
15	1	15
14	0	0
13	0	0
12	5	60
11	4	44
10	6	60
9	14	126
8	15	120
7	7	49
6	5	30
5	6	30
4	4	16
Total	**67 = N**	**550 = $\sum$f.x**
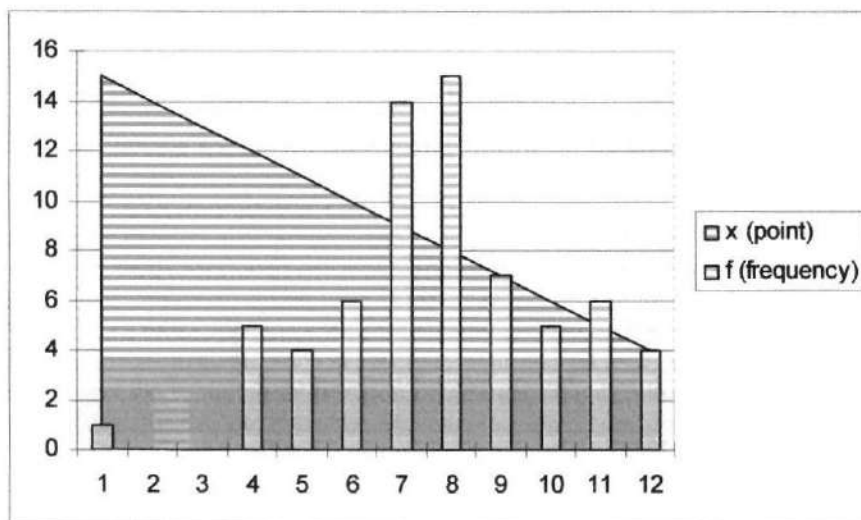
Figure 4.4 The Frequency of Students' Point in Reading English Text

From the table of the frequency, we know that the mean is:

$$M \quad = \quad \frac{\sum fx}{N}$$

$$= \quad \frac{550}{67}$$

$$= \quad 8.208955224$$

$$= \quad 8.21$$

Related to the rubric scoring of reading aloud, 8.21 are categorized into reader who approaches standard. It means that, averagely, the second semester students of English education program at STAIN of Palangka Raya are can be categorized as the reader who approaches standard of reading aloud.

In the study, the population that researched are classified into some categories based on the total points that they got from their test, those are: exceeds standard (must receive 15-16 total points), meets standard (must receive 11-14 total points), approaches standard (must receive 7-10 total points), and begins standard or absent (must receive 4-6 total points).

Based on the data that are found by the writer of the second semester students at STAIN of Palangka Raya, from 67 students, the student that can be classified into reader who exceeds standard is only 1 student (1, 49%), the students that can be classified into reader who meets standard is 10 students (14, 93%), the students who can be classified into reader who approaches standard is 41 students (61, 19%), and the students who can be classified into reader who begins standard or absent is 15 students (22, 39). It can be seen from the table below:

Table 4. 9 The Classification of the Students of English Education Program

at STAIN of Palangka Raya in Reading English Text

No	Category	Amount	Percentage
1	Exceeds standard	1	1.49%
2	Meets standard	10	14.93%
3	Approaches standard	41	61.19%
4	Begins standard or absent	15	22.39%
Total		**67**	**100%**
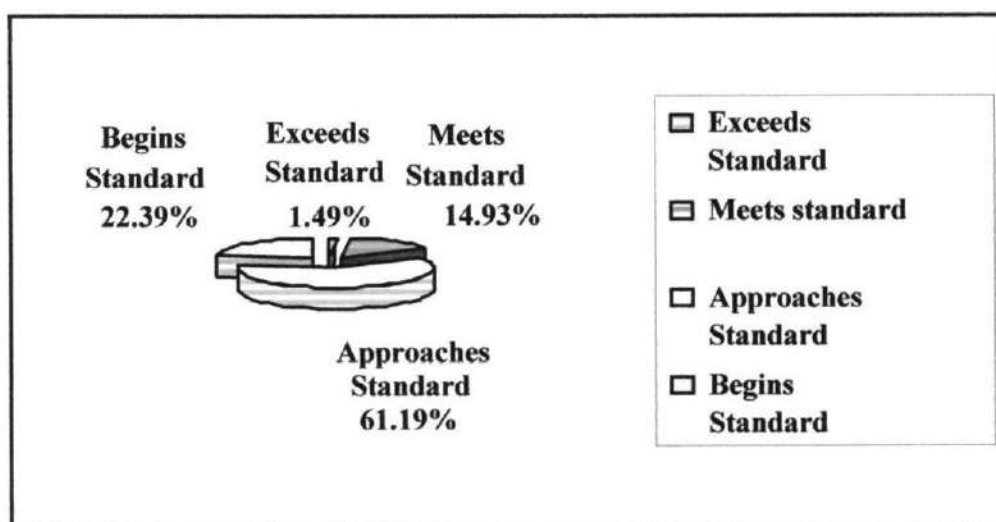
Figure 4.5 Classification of the Students of English Education Program at STAIN of Palangka Raya in Reading English Text

B. The Problem of Accuracies of Second Semester Students of English Education Program at STAIN of Palangka Raya in Reading English Text

To find the problems of accuracy of second semester students of English education program at STAIN of Palangka Raya in reading English text, the writer gave test to the students and also conducted interview to support the data that were gotten.

After doing the test and analysing the result of the test, it was known that the students' total score of each elements of reading rubric scoring are as follows:

Table 4.10 the Students' Total Score of Each Elements of Reading Rubric Scoring

No	Elements	Total Score
1	Speed, rate, or pace	158, 67
2	Voice quality (volume, pitch, tone)	123, 67
3	Phrasing	138, 33
4	Unfamiliar words	128

From the table above, it is known that the highest score is about speed, rate, or pace and the lowest score is about voice quality (volume, pitch, tone), and then about unfamiliar words. It means that the mean problems or difficulties that most of the students got when reading English text is both of voice quality (volume, pitch, tone) and unfamiliar words.

The data above is also supported by the data that are found by the writer using interview. From the interview, most of the students those were interviewed said that the problem that they got when reading English text is about the unfamiliar words and intonation (it can be said as voice quality). This statement came from some students who got problem in reading English text who were interviewed by the writer. Below are the statements of the students:

1. A58

According to her, she got the problem or difficulty when she found difficult sentences.

2. A62

She said that something difficult in reading English text orally was when she found difficult words and she did not know how to give the intonation and stress to the text which was being read.

3. A63

She said that she got the problem in reading English text orally when she found some English vocabularies which she did not know how to pronounce it.

4. A16

To her, the difficulty that she got in reading English text orally was about the difficult words, intonation, pitch, and stress.

5. A2

She said that she got the problems or difficulties when she found unfamiliar words that she did not know how to pronounce those words. Beside that, intonation was also regarded as something difficult for her in reading English text orally.

6. A60

To him, he got the problem in reading English text orally when he got the new vocabularies.

7. A34

She said that something difficult in reading English text orally was about unfamiliar words or vocabularies. She also said that she often could not control her intonation when she was reading English text orally.

8. A15

He got the problem when he found some vocabularies those were new for him.

9. A4

She said that she got the problem in reading when she found new words or unfamiliar words.

10. A55

According to him, vocabularies that never read before became his problem in reading English text.

11. A27

She said that she got the problem when reading English text if she had to read some words that she did not know how to pronounce those words.

According to the statements of the students above, it can be known that most of the students said that the problem in reading English text is when they get some words that were unfamiliar to them. Beside that, some of the students also said that intonation was become something difficult in reading English text.

Base on the description above, the writer concluded that the problem of the study that the problems of accuracy of the second semester students of English education program at STAIN of Palangka Raya in reading English text lies on the intonation (it can be said as voice quality) and unfamiliar words.

C. **The Problem Solving of The Problems of Accuracy of Second Semester Students of English Education Program at STAIN of Palangka Raya in Reading English Text**

Interview was still used to find The Problem Solving of The Problems of Accuracy of Second Semester Students of English Education Program at STAIN of Palangka Raya in Reading English Text. From the interview the writer knows what are the strategies used by the students to solve their problems in reading English text.

Below is the statements came from the students who got the problem in reading English text about how they solved their problem in reading English text:

1. A58

Her problem was about difficult sentences. So, to solve her problem she would like to ask to the lecturer how to pronounce the words. Beside that, she also asked to her friends.

2. A62

Her problems were about the difficult words and intonation. So, to solve her problems, she said that she usually open the dictionary to find the right pronunciation of the difficult words or asked to the other friends who know about it.

3. A63

Her problem in reading English text was about the unfamiliar words which she did know how to pronounce. So, to solve her problem she opened the dictionary to find how to pronounce the words. If she lazy to open the dictionary, then she asked to her friends.

4. A16

Her difficulties in reading English text were about difficult words, intonation, pitch, and stress. To solve her problem, she said that she kept studying and she learned English words.

5. A2

Her problems were about unfamiliar words and intonation. So, to solve her problems, she would like to read more and added her vocabularies.

6. A60

His problem in reading English text was about new vocabularies or it could be said as unfamiliar words. To solve his problem in reading, he said that if in the class of course he asked to the lecturer. But, if in the dormitory, he asked to the other friends.

7. A34

She said that her problems in reading were about unfamiliar words and intonation. So, to solve her problems she chose to open the dictionary to look how to pronounce those words.

8. A15

His problem is about unfamiliar words, in this case new vocabularies. He said that to solve his problem in reading, he had to study more and read more about reading book.

9. A4

Her problem was about unfamiliar words. So, to solve her problem, she wanted to study.

10. A55

Unfamiliar word was become his problem in reading. So, to solve his problem he asked to his friends.

11. A27

Her problem in reading was about pronunciation. So, to solve her problem she asked to her friends how to pronounce the words and also looked into the dictionary.

From the data of interview above, the writer got the information that there were several strategies used by the students to solve their problems in reading English text they were: asking to the another people (in this case friends and lecturer), looking into dictionary, both asking to the other people and looking into dictionary, and the last is keeping to learn reading.

Among the strategies used by the students to solve their problems in reading, most of the students chose to ask to his/her friends. Some of them chose to ask to his/her lecture. And the other students chose to look into dictionary and kept studying.

CHAPTER V
CLOSING

CHAPTER V
CLOSING

CHAPTER V
CLOSING

This chapter presents the conclusion of the study. Some suggestions related to the results of the study are also included in the end of this chapter. It is very expected that the suggestions that are given can give contribution in the teaching learning reading.

A. Conclusion

Based on the results of the study, some conclusions can be drawn as follows:

1. The student that can be classified into reader who exceeds standard is only 1 student (1.49%), the students that can be classified into reader who meets standard is 10 students (14.93%), the students who can be classified into reader who approaches standard is 41 students (61.19%), and the students who can be classified into reader who begins standard or absent is 15 students (22.39). The mean score is 8.21. Related to the rubric scoring of reading aloud, 8.21 are categorized into reader who approaches standard. It means that, averagely, the second semester students of English education program at STAIN of Palangka Raya are can be categorized as the reader who approaches standard of reading aloud.

2. The problems of accuracy of the second semester students of English education program at STAIN of Palangka Raya in reading English text is about the intonation (it can be said as voice quality) and unfamiliar words.

3. There were several strategies used by the students to solve their problems in reading English text they were: asking to another people (in this case friends

and lecturer), looking into dictionary, both asking to the other people and looking into dictionary and the last is keeping learning reading.

B. Suggestion

In this part, the writer would like to give some suggestions. Three suggestions are proposed. They are directed to the students, lecturer, and other researcher.

1. Suggestions to the students

   This study describes how the students' accuracy in reading English text, the problems or difficulties faced by students in reading English text, and the strategy used by the students to solve their problems in reading. To make the students better and more accurate in reading English text, the students should keep learning and practicing to read accurately because practice makes perfect. The students have to able to choose which one strategy that can help them to improve their reading ability and to solve their problems or difficulties in reading.

2. Suggestion to the lecturers

   The lecturers should give more attention to the students in teaching learning of reading. The lecturer also should check how the students pronoun the words by asking them read orally and give the students new vocabulary and tell them how to pronoun those words.

3. Suggestion to the other researchers

   For the other researchers who want to make the study about reading, it is hoped to make the study deeper than this study. It is so many things have to be discussed or researched in reading either silent reading or oral reading.

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APPENDICES

APPENDICES

APPENDIX 1

Name of population

No	Name	Code
1	Ika Tri Mustika Sari	A1
2	Dewi Afifah	A2
3	Mukadimah	A3
4	Dewi Puji Utami	A4
5	Yayu Juli Raffiq	A5
6	Hasan Maulana	A6
7	Ahmad Rajib	A7
8	Sri Nurhidayati	A8
9	Novia Lestari	A9
10	Rofi'ah	A10
11	Indah Maryani	A11
12	Rasyid Ridho As-Samudy	A12
13	Muhammad Zhainal Arifin	A13
14	Eka Sri Rachmadaniar	A14
15	Aris Fatih Ahmad Fauzan	A15
16	Meny Lestari	A16
17	Siti Rahmah	A17
18	Mahdalena	A18
19	Nur Jannah	A19
20	Pithriani	A20
21	Teguh Prayitno	A21
22	Hamdanah	A22
23	Wiwi Indah Sari	A23
24	Siti Halimah	A24
25	Edi Saputra	A25
26	Yeni Ratnasari	A26
27	Irna Lasmi	A27
28	Suwarsih	A28
29	Ramdhaniah	A29
30	Muhammad Rezeki	A30
31	Rabiatul Adawiyah	A31
32	Siti Nurvia Yunita	A32
33	Ani Fatrida	A33
34	Mariatul Azizah	A34
35	Dewi Ratna Sartika	A35
36	Reny Karmila	A36
37	Ratnita Dewi	A37
38	Saidi Rahman	A38
39	Yusli	A39
40	J. Anhar Rabi Hamsah Tis'ah	A40
41	Noor Anita Wulandari	A41
42	Rahmad Nurseto	A42

43	Nor Jennah	A43
44	Ika	A44
45	Randi Azwar Gulana	A45
46	Herlina	A46
47	Hervina	A47
48	Nor Atiah	A48
49	Anis Saturoisah	A49
50	Miftahul Hasanah	A50
51	Selviana	A51
52	Marisa Ulfah	A52
53	Nor Halisah	A53
54	Ammirudin Asidiqi	A54
55	Heriyadi	A55
56	Norhayati	A56
57	Khairullah	A57
58	Sri Winarti Ayu Wandira	A58
59	W. Amri Kurniawan	A59
60	Fahrudin	A60
61	Siti Nur Anafiah	A61
62	Rusda	A62
63	Rika Rukmana Nugraha	A63
64	Razak Al-Amindra	A64
65	Haris Fadilah	A65
66	Baiq Novalina Prihatin	A66
67	Wydia Auliana	A67

APPENDIX 2

The students' score of the Accuracy in Reading English Text (Text I)

No	Name	Score				Total Score
		Speed, Rate, or Pace	Voice Quality (Volume, Pitch, Tone)	Phrasing	Unfamiliar Words	
1	A1	3	2	2	2	9
2	A2	1	1	1	1	4
3	A3	2	3	3	2	10
4	A4	2	1	1	1	5
5	A5	2	2	2	2	8
6	A6	2	2	2	2	8
7	A7	3	2	3	2	10
8	A8	2	2	2	2	8
9	A9	3	3	2	2	10
10	A10	3	2	3	2	10
11	A11	3	2	2	2	9
12	A12	1	1	1	1	4
13	A13	2	2	2	1	7
14	A14	3	2	2	2	9
15	A15	1	1	1	1	4
16	A16	2	1	1	1	5
17	A17	2	1	2	2	7
18	A18	1	1	1	1	4
19	A19	3	2	3	3	11
20	A20	3	2	2	2	9
21	A21	3	3	2	3	11
22	A22	2	2	2	2	8
23	A23	2	2	3	3	10
24	A24	3	3	3	3	12
25	A25	3	1	3	2	8
26	A26	2	2	2	2	8
27	A27	2	1	1	1	5
28	A28	3	2	2	3	10
29	A29	2	2	2	2	8
30	A30	3	2	2	4	11
31	A31	3	3	3	3	12
32	A32	3	3	3	3	12
33	A33	2	2	2	2	8
34	A34	2	2	1	2	7
35	A35	3	2	3	3	11
36	A36	1	1	1	1	4

37	A37	2	2	2	2	8
38	A38	3	2	2	3	10
39	A39	3	2	2	1	8
40	A40	2	2	2	1	7
41	A41	2	2	2	2	8
42	A42	3	3	3	2	11
43	A43	3	2	2	2	9
44	A44	2	1	1	1	5
45	A45	3	3	4	3	13
46	A46	2	2	2	2	8
47	A47	4	3	4	3	14
48	A48	3	3	3	3	12
49	A49	2	2	2	1	7
50	A50	3	2	2	1	8
51	A51	2	2	2	2	8
52	A52	3	2	2	2	9
53	A53	2	1	2	2	7
54	A54	2	1	2	1	6
55	A55	1	1	1	1	4
56	A56	3	2	2	1	8
57	A57	1	1	1	1	4
58	A58	2	1	2	1	6
59	A59	3	2	3	2	10
60	A60	2	1	2	1	6
61	A61	3	3	4	3	13
62	A62	2	1	2	1	6
63	A63	3	1	1	2	7
64	A64	3	2	2	3	10
65	A65	2	1	2	2	7
66	A66	3	2	2	2	9
67	A67	3	2	2	1	8

APPENDIX 3

The students' score of the Accuracy in Reading English Text (Text II)

No	Name	Score				Total Score
		Speed, Rate, or Pace	Voice Quality (Volume, Pitch, Tone)	Phrasing	Unfamiliar Words	
1	A1	2	2	2	2	8
2	A2	1	1	1	1	4
3	A3	3	3	2	2	10
4	A4	2	1	1	1	5
5	A5	3	2	3	2	10
6	A6	3	2	2	2	9
7	A7	3	2	2	2	9
8	A8	3	2	3	2	10
9	A9	2	2	2	2	8
10	A10	3	2	3	2	10
11	A11	2	1	2	2	7
12	A12	2	1	2	1	6
13	A13	2	2	1	2	7
14	A14	2	2	2	2	8
15	A15	2	1	1	1	5
16	A16	2	2	1	1	6
17	A17	2	2	2	2	8
18	A18	1	1	1	1	4
19	A19	3	2	2	2	9
20	A20	3	2	2	2	9
21	A21	2	2	3	3	10
22	A22	2	2	2	2	8
23	A23	2	2	2	3	9
24	A24	3	3	2	2	10
25	A25	3	2	2	2	9
26	A26	2	2	2	2	8
27	A27	2	1	1	1	5
28	A28	3	3	3	3	12
29	A29	2	2	2	2	8
30	A30	3	2	3	3	15
31	A31	3	3	3	3	12
32	A32	3	3	3	3	12
33	A33	2	2	3	2	9
34	A34	2	2	2	1	7
35	A35	3	2	2	3	10
36	A36	1	1	1	1	4

37	A37	2	2	2	2	8
38	A38	3	2	2	2	9
39	A39	2	2	2	2	8
40	A40	2	2	2	2	8
41	A41	2	1	2	2	7
42	A42	3	2	2	3	10
43	A43	3	2	2	2	9
44	A44	3	3	3	3	12
45	A45	3	3	3	2	11
46	A46	3	3	2	2	10
47	A47	4	4	4	4	16
48	A48	3	3	3	3	12
49	A49	2	2	2	2	8
50	A50	2	2	2	2	8
51	A51	3	2	2	1	7
52	A52	2	1	2	2	7
53	A53	2	1	2	2	7
54	A54	2	2	1	1	6
55	A55	1	1	1	1	4
56	A56	3	2	2	2	9
57	A57	2	1	1	1	5
58	A58	2	1	2	1	6
59	A59	3	2	3	2	10
60	A60	1	1	2	1	5
61	A61	3	3	3	3	12
62	A62	2	1	2	1	6
63	A63	2	1	1	1	5
64	A64	2	1	2	2	7
65	A65	2	1	2	2	7
66	A66	3	2	3	2	10
67	A67	3	2	2	2	9

APPENDIX 4

The students' score of the Accuracy in Reading English Text (Text III)

No	Name	Score				Total Score
		Speed, Rate, or Pace	Voice Quality (Volume, Pitch, Tone)	Phrasing	Unfamiliar Words	
1	A1	2	2	2	2	8
2	A2	1	1	1	1	4
3	A3	2	2	2	2	8
4	A4	2	1	1	1	5
5	A5	3	2	2	2	9
6	A6	3	2	3	1	8
7	A7	3	2	2	2	9
8	A8	3	2	3	2	10
9	A9	2	2	2	2	8
10	A10	3	3	3	3	12
11	A11	2	2	2	1	7
12	A12	2	2	1	1	6
13	A13	2	1	2	2	7
14	A14	2	1	2	2	7
15	A15	2	1	2	1	6
16	A16	2	1	1	1	5
17	A17	2	2	2	1	7
18	A18	1	1	1	1	4
19	A19	2	2	2	2	8
20	A20	2	2	2	2	8
21	A21	2	2	3	3	10
22	A22	2	2	2	2	8
23	A23	2	2	3	3	10
24	A24	3	2	2	2	9
25	A25	2	2	2	2	8
26	A26	2	2	2	2	8
27	A27	2	2	1	1	6
28	A28	3	2	3	2	10
29	A29	2	2	2	2	8
30	A30	3	2	3	3	11
31	A31	3	3	3	3	12
32	A32	3	3	3	3	12
33	A33	2	2	3	2	9
34	A34	1	1	2	1	5
35	A35	2	2	2	2	8
36	A36	1	1	1	1	4

37	A37	2	2	2	1	7
38	A38	3	2	3	3	11
39	A39	2	2	2	2	8
40	A40	2	2	1	2	7
41	A41	2	1	1	1	5
42	A42	3	2	3	3	11
43	A43	3	2	3	2	10
44	A44	3	3	2	2	10
45	A45	3	3	3	3	12
46	A46	3	2	2	2	9
47	A47	4	3	4	4	15
48	A48	3	2	3	3	11
49	A49	2	2	2	2	8
50	A50	2	2	2	2	8
51	A51	2	1	2	2	7
52	A52	3	1	1	2	7
53	A53	2	1	2	2	7
54	A54	2	1	1	1	5
55	A55	2	1	1	1	5
56	A56	3	2	2	2	9
57	A57	2	1	1	1	5
58	A58	2	1	2	1	6
59	A59	3	2	2	2	9
60	A60	2	1	1	1	5
61	A61	3	2	2	2	9
62	A62	2	2	1	1	6
63	A63	2	1	2	1	6
64	A64	2	1	2	2	7
65	A65	2	1	2	2	7
66	A66	3	2	2	2	9
67	A67	3	2	2	2	9

APPENDIX 5

Interview Guide

1. Have you passed reading comprehension I?
   (apakah anda sudah lulus reading comprehension I?)
2. Were you ever asked to read English text orally when teaching learning of reading comprehension I was going on?
   (apakah anda pernah dimita untuk membaca teks bahasa Inggris secara lisan ketika kegiatan belajar-mengajar reading comprehension I sedang berlansung?)
3. What problem or difficulties did you get when you read English text?
   (apa masalah-masalah atau kesulitan-kesulitan yang anda hadapi ketika membaca teks bahasa Inggris?)
4. What did you do to solve your problems and difficulties when you read English text?
   (Apa yang anda lakukan untuk memecahkan masalah-masalah dan kesulitan-kesulitan ketika membaca teks bahasa Inggris?)

APPENDIX 6

Transcript of Interview

Name   : A58
Semester   : II
Program   : English Education

Questions	Answers
▪ Sudah lulus reading comprehension I?	▪ Sudah
▪ Dulu waktu belajar reading comprehension I, apakah dikelas biasanya disuruh membaca?	▪ Di kelas…iya biasanya disuruh membaca kedepan satu persatu.
▪ Waktu disuruh membaca, apakah kamu pernah menemui kata-kata yang sulit atau masalah-masalah yang lain?	▪ Sering. Kalau ketemu kalimat-kalimat yang sulit.
▪ Kalimat yang bagaimana?	▪ Bukannya kalimat, maksudnya ada kosakata yang agak sulit.
▪ Oh…yang susah melafalkannya?	▪ Iya.
▪ Apakah masalah intonasi juga diperhatikan?	▪ Diperhatikan.
▪ Susah kah?	▪ Biasanya dikalimat itu ada titik koma jadi bisa aja.
▪ Bisa apa?	▪ Bisa aja dikit-dikit.
▪ Kalau sudah tahu masalahnya seperti itu, apa yang anda lakukan untuk mengatasi masalah (kesulitan-kesulitan) tersebut?	▪ Biasanya tanya dulu sama lecturernya "ini apa bacanya?" atau sama teman-teman. Soalnya tidak bisa dibaca langsung atau sembarangan soalnya takut salah.
▪ Takut salah ya?	▪ Iya.
▪ Teks yang sering dibaca itu teks yang bagaimana jenisnya?	▪ Biasanya narrative.
▪ Selain kata-kata yang sulit tersebut, apalagi masalah dalam membaca?	▪ Itu aja.
▪ Berarti kalau ketemu kata-kata yang baru atau tidak familiar anda baru mendapatkan masalah atau kesulitan tersebut?	▪ Iya.

Name   : A62
Semester   : II
Program   : English Education

Questions	Answers
▪ Sudah lulus reading comprehension I?	▪ Iya sudah.
▪ Waktu kuliah reading, dikelas pernah tidak disuruh membaca?	▪ Pernah.
▪ Membaca nyaring gitu ya?	▪ Iya, membaca nyaring.
▪ Teks yang sering dibaca itu apa jenisnya (descriptive, narrative, expository, atau argumentative)?	▪ Kayaknya narrative.
▪ Pada saat membaca ada tidak mendapatkan kesulitan-kesulitan?	▪ Iya ada.
▪ Apa kesulitannya?	▪ Bacanya susah.
▪ Susah bagaimana?	▪ Kata-katanya yang kadang-kadang susah.
▪ Kata-kata yang bagaimana? Maksudnya dalam bahasa Inggris ka nada noun, adjective, adverb, dan lain-lain terus yang susah itu yang mana?	▪ Adjective.
▪ Dengan kata lain…kata-kata yang tidak dikenal ya?	▪ Iya.
▪ Ketika mendapatkan kesulitan yang seperti itu, apa yang anda lakukan untuk mengatasi kesulitan tersebut?	▪ Biasanya buka kamus, atau tanya ke teman yang tahu.
▪ Selain itu tidak ada lagi kah?	▪ Tidak ada.
▪ Kesulitan yang lain juga tidak ada selain kata-kata yang tidak dikenal?	▪ Tidak ada.
▪ Kalau masalah intonasi dan stress?	▪ Kadang-kadang ada. Kadang-kadang tidak tahu cara bacanya.

Name   : A63
Semester   : II
Program   : English Education

Questions	Answers
• Sudah lulus reading comprehension I?	• Iya sudah.
• Dulu waktu belajar reading comprehension I, dikelas biasanya pernah tidak disuruh membaca teks?	• Pernah.
• Teks jenis apa (narrative, descriptive, expository, atau yang lain)?	• Ingat-ingat dulu, kayaknya expository.
• Expository ya?	• Iya.
• Ketika membaca, pernah tidak menemui kesulitan atau problems?	• Pasti kalau kesulitan.
• Kesulitan apa?	• Ada kalimat atau vocab bahasa Inggris yang tidak tahu cara menyebutnya.
• Cara mengucapkannya gitu?	• Iya.
• Kalau cara mengintonasikannya gimana?	• Kalau intonasinya bisa aja. Paling sering itu pronounce-nya yang susah.
• Yang paling susah pronounce-nya ya?	• Iya.
• What did you do untuk memecahkan masalah itu apa, apa yang anda lakukan?	• Yang pertama buka kamus, terus kalau malas buka kamus nanya teman.
• Tidak ada solusi yang lain kah?	• Gitu aja yang sering dipakai.
• Kalau dalam pemenggalan kata, anda merasa sulit tidak?	• Kalau pemenggalan katanya biasanya susah juga karena tidak mengerti mulai dari mana.

Name : A16
Semester : II
Program : English Education

Questions	Answers
▪ Sudah lulus reading comprehension I?	▪ iya sudah.
▪ Dulu waktu belajar reading di kelas, pernah tidak diminta untuk membaca nyaring (oral)?	▪ pernah.
▪ Teks yang sering dibaca itu apa jenisnya (descriptive, narrative, expository, atau argumentative)?	▪ kalau tidak salah ekspository.
▪ Kalau lagi baca pernah tidak mendapatkan kesulitan-kesulitan atau problems?	▪ iya pernah.
▪ Apa kesulitannya?	▪ mungkin kata-katanya itu…
▪ Kenapa kata-katanya?	▪ ada yang susah.
▪ Yang tidak tahu gitu ya?	▪ iya.
▪ Selain itu ada lagi tidak?	▪ banyak aja.
▪ Tell me your problems?	▪ kalau saya, intonasi kalau dalam bahasa Inggris. Trus pitch dan tekanan.
▪ Apa yang anda lakukan untuk mengatasi masalah-masalah tersebut?	▪ Belajar aja terus, belajar membaca kemudian mempelajari kata-katanya.

Name   : A2
Semester   : II
Program   : English Education

Questions	Answers
▪ Sudah lulus reading comprehension I?	▪ Iya lulus.
▪ Waktu dulu masih belajar reading comprehension I, kalau dikelas apa mahasiswanya diminta untuk membaca?	▪ Iya membaca dan mengartikan.
▪ Membacanya terucap tidak?	▪ Iya sih tapi sedikit-dikit aja soalnya dulu itu satu kelas itu orangnya banyak jadi sedikit aja, paling satu paragraph aja atau satu baris aja.
▪ Biasanya teks yang sering dibaca itu jenis apa?	▪ Biasanya descriptive dan narrative.
▪ Biasanya kalau lagi membaca, pernah mendapatkan kesulitan-kesulitan tidak?	▪ Ya pernah sih. Soalnya vocabnya yang bacaannya yang tidak sering aku baca atau aku kenal itu sering nggak pas pengucapannya. Itu ka nada yang salah-salah.
▪ How about the intonation, stress, and phrasing?	▪ Susah. Apalagi bagi aku bahasa Inggris itu susah banget dari pada bahasa Arab.
▪ Selain itu apalagi masalahnya?	▪ Mungkin intonasi. Vocab juga kurang banyak jadinya susah aja gitu.
▪ Terus untuk mengatasi masalah atau kesulitan tersebut?	▪ Banyak-banyak baca, cari vocab baru, tapi malas juga sih masalahnya.
▪ Jadi intinya latihan terus ya?	▪ Iya. Ya berusaha sih.
▪ Kalau tanya-tanya ke orang lain bisa tidak?	▪ Kalau di asrama tanya-tanya sih tapi jarang juga. Tanya-nya itu mungkin waktu lagi rajin, kalau lagi malas ya sudah tidak tanya-tanya.

Name   : A60
Semester   : II
Program   : English Education

Questions	Answers
▪ Have you passed reading comprehension I?	▪ Yes I have. In semester one.
▪ Were you ever asked to read English text orally when teaching-learning activity of reading comprehension I was going on?	▪ Yes. Just to comprehend the text.
▪ Never asked to read?	▪ Just sometime.
▪ When you read the text, did you find any difficulties or problems?	▪ Yes of course. Because we are still process to study of course have a problem.
▪ Tell me your problem, please.	▪ I just find the new vocab, so we are didn't know the meaning about the vocab.
▪ What kind of the text did you read?	▪ About narrative, descriptive, argumentative, and expository.
▪ How did you do to solve the problem when you read the text?	▪ If in the class, of course I asked with the lecturer. If in our dorm, we can ask with the other friends.
▪ Just asked to the others not looked at in the dictionary?	▪ Yes.
▪ What else?	▪ Just that I think.

Name   : A34
Semester   : II
Program   : English Education

Questions	Answers
▪ Sudah lulus reading comprehension I?	▪ Ya.
▪ Waktu mata kuliah reading berlangsung, pernah tidak di kelas disuruh membaca?	▪ Disuruh Cuma sedikit soalnya banyak orang dikelas.
▪ Jenis teks yang dibaca itu yang bagaimana?	▪ Yang sering dibaca itu narrative.
▪ Waktu membaca pernah tidak mengalami kesulitan-kesulitan atau masalah-masalah?	▪ Banyak.
▪ Apa masalahnya?	▪ Didalam kosakata yang belum pernah dilihat dan tidak tahu artinya itu kan bisa sulit bacanya kalau tidak lihat kamus.
▪ Masalah lain selain kata-kata ada tidak?	▪ Intonasinya sering tidak terkontrol.
▪ Untuk mengatasi masalah tersebut, apa yang kamu lakukan?	▪ Biasanya sih sering-sering buka kamus biar bisa melihat tulisan-tulisanya terus cara bacanya.
▪ Selain itu tidak ada lagi?	▪ Untuk sementara ini itu aja biasanya.

Name : A15
Semester : II
Program : English Education

Questions	Answers
▪ Sudah lulus reading comprehension I?	▪ Ya, Alhamdulillah sudah.
▪ Ketika masih belajar reading comprehension I, apakah di kelas pernah disuruh untuk membaca teks?	▪ Pernah
	▪ Benyak, seperti narrative, descriptive, expository, dan yang lain-lainnya.
▪ Teks yang dibaca itu jenisnya apa saja?	▪ Banyak.
▪ Pada saat membaca, pernah tidak kamu menemui kesulitan-kesulitan atau masalah-masalah?	▪ Masih banyak vocab yang belum tahu, itu aja.
	▪ Bentuk perubahan kata kerjanya tidak tahu.
▪ Apa masalahnya?	▪ Belajar dulu, banyak-banyak baca vocab, banyak-banyak baca buku reading.
▪ Selain itu?	
▪ Apa yang kamu lakukan untuk mengatasi masalah-masalah tersebut?	▪ Belajar sama teman yang bisa cara pronunciation-nya.
▪ Selain itu ada lagi?	

Name   : A4
Semester   : II
Program   : English Education

Questions	Answers
▪ Sudah lulus reading comprehension I?	▪ Ya.
▪ Ketika masih kuliah reading comprehension I, apakah di kelas pernah disuruh untuk membaca teks? Maksudnya membaca secara oral pada perkuliahan reading.	▪ Ya.
▪ Teks jenis apa yang sering dibaca?	▪ Cerita. Macam-macam jenisnya. Lupa.
▪ Waktu sedang membaca teks bahasa Inggris, pernah tidak kamu mengalami kesulitan-kesulitan?	▪ Sering.
▪ Apa saja kesulitannya?	▪ Ada yang bacanya susah.
▪ Bacanya yang susah itu biasanya kata-kata yang bagaimana sih?	▪ Kata-kata yang baru nemu.
▪ Kalau kesulitan yang lain?	▪ Intonasi.
▪ Untuk mengatasi kesulitan-kesulitan yang kamu hadapi, biasanya apa yang kamu lakukan?	▪ Mau belajar tapi tidak ada yang ngajarin.
▪ Kalau belajar tidak ada yang ngajarin, terus solusi yang lain apa?	▪ Masih tidak tahu soalnya reading itu masih gitu-gitu aja.

Name   : A55
Semester   : II
Program   : English Education

Questions	Answers
▪ Sudah lulus reading comprehension I?	▪ Ya sudah.
▪ Waktu mata kuliah reading sedang berlangsung, pernah tidak disuruh baca teks?	▪ Pernah.
▪ Teks yang dibaca itu jenisnya apa?	▪ Jenis paragraph narrative, descriptive.
▪ Waktu sedang membaca, pernah tidak kamu mengalami kesulitan-kesulitan dalam membaca?	▪ Pernah tapi sedikit-dikit.
▪ Kalau pernah, apa kesulitannya?	▪ Kosakata yang belum pernah dibaca.
▪ Ada tidak kesulitan-kesulitan yang lain?	▪ Saya rasa tidak ada.
▪ Apa yang kamu lakukan untuk mengatasi kesulitan tersebut?	▪ Tanya sama teman.
▪ Apa lagi?	▪ Cuma itu aja.

Name   : A27
Semester   : II
Program   : English Education

Questions	Answers
• Sudah lulus reading comprehension I?	• Iya lulus.
• Waktu pelajaran reading di kelas berlangsung, biasanya mahasiswanya disuruh baca tidak?	• Iya disuruh baca satu-satu terus mengartikan.
• Teks yang dibaca itu jenisnya apa?	• Macam-macam. Narrative, descriptive.
• Ketika sedang membaca teks tersebut, pernah tidak mengalami kesulitan?	• Pernah.
• Apa kesulitannya?	• Membaca tulisan yang tidak bisa menyebutnya.
• Berarti kata-kata yang tidak dikenal atau baru ya?	• Iya.
• Selain itu ad lagi tidak?	• Pronounce-nya.
• Ada lagi?	• Itu aja.
• Kemudian apa yang kamu lakukan untuk mengatasi masalah-masalah yang kamu hadapi di dalam membaca?	• Tanya sama dosen bagaimana cara bacanya.
• Selain itu apa lagi?	• Melihat di kamus.

Instruments of Test

Read the following text loudly.

A Puma at Large

Pumas are large, cat-like animals which are found in America. When reports came into London Zoo that a wild puma had been spotted forty-five miles south of London, they were not taken seriously. However, as the evidence began to accumulate, experts from the Zoo felt obliged to investigate, for the descriptions given by people who claimed to have seen the puma were extraordinarily similar.

The hunt for the puma began in a small village where a woman picking blackberries saw 'a large cat' only five yards away from her. It immediately ran away when she saw it, and experts confirmed that a puma will not attack a human being unless it is cornered. The search proved difficult, for the puma was often observed at one place in the morning and at another place twenty miles away in the evening. Wherever it went, it left behind it a trail of dead deer and small animals like rabbits. Paw prints were seen in a number of places and puma fur was found clinging to bushes. Several people complained of 'cat-like noises' at night and a businessman on a fishing trip saw the puma up a tree. The experts were now fully convinced that the animal was a puma, but where had it come from? As no puma had been reported missing from any zoo in the country, this one must have been in the possession of a private collector and somehow managed to escape.

The hunt went on for several weeks, but the puma was not caught. It is disturbing to think that a dangerous wild animal is still at large in the quiet countryside.

Read the following text loudly.

Daniel Mendoza

Boxing matches were very popular in England two hundred years ago. In those days, boxers fought with bare fists for prize money. Because of this, they were known as 'a prize-fighters'. However, boxing was very crude, for there were no rules and a prize-fighter could be seriously injured or even killed during a match.
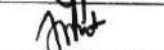
One of the most colourful figures in boxing history was Daniel Mandoza who was born in 1764. The use of gloves was not introduced until 1860 when the Marquis of Queensberry drew up the first set of rules. Though he was technically a prize-fighter, Mendoza did much to change crude prize-fighting into a sport, for he brought science to the game. In his day, Mendoza enjoyed tremendous popularity. He was adored by rich and poor alike.

Mendoza rose to fame swiftly after a boxing-match when he was only fourteen years old. This attracted the attention of Richard Humphries who was then the most eminent boxer in England. He offered to train Mendoza and his young pupil was quick to learn. In fact, Mendoza soon became so successful that Humphries turned against him. The two men quarrelled bitterly and it was clear that the argument could only be settled by a fight. A match was held at Stilton where both men fought for an hour. The public bet a great deal of money on Mendoza, but he was defeated. Mendoza met Humphries in the ring on a later occasion and he lost for a second time. It was not until his third match in 1790 that

BLANKO SERAH TERIMA SKRIPSI

NAMA : Istianah
NIM : 050 112 0169
JURUSAN : Tarbiyah
PRODI : TBI
JUDUL : The Students' Accuracy In Reading English Text

		Paraf	Banyaknya	Tanggal	Ket
JURUSAN	:		1	12/12 09	
PEMBIMBING I	:		1	12/12 09	
PEMBIMBING II	:		1	12/12 09	
PERPUSTAKAAN/ MIKWA	:		1	13/12 09	

Yang menyerahkan,

Istianah

he finally beat Humphries and became Champion of England. Meanwhile, he founded a highly successful Academy and even Lord Byron became £100 for a single appearance. Despite this, he was so extravagant that he was always in debt. After he was defeated by a boxer called Gentleman Jackson, he was quickly forgotten. He was sent to prison for failing to pay his debts and died in poverty in 1836.

Read the following text loudly.

Illusions of Pastoral Peace

The quiet life of the country has never appealed to me. City born and city bred, I have always regarded the country as something you look at through a train window, or something you occasionally visit during the week-end. Most of my friends live in the city, yet they always go into raptures at the mere mention of the country. Though they extol the virtues of the peaceful life, only one of them has ever gone to live in the country and he was back in town within six months. Even he still lives under the illusion that country life is somehow superior to town life. He is forever talking about the friendly people, the clean atmosphere, the closeness to nature and the gentle pace of living. Nothing can be compared, he maintains, with the first cock crow, the twittering of birds at dawn, the sight of the rising sun glinting on the trees and pastures. This idyllic pastoral scene is only part of the picture. My friend fails to mention the long and friendless winter evenings which are interrupted only by an occasional visit to the local cinema – virtually the only form of entertainment. He says nothing about the poor selection of goods in the shops, or about those unfortunate people who have to travel from the country to the city every day to get to work. Why people are prepared to tolerate a four-hour journey each day for the dubious privilege of living in the country is beyond my ken. They could be saved too much misery and expense if they chose to live in the city where they rightly belong.

If you can do without the few pastoral pleasures of the country, you will find the city can provide you with the best that life can offer. You never have to travel miles to see your friends. They invariably live nearby and are always available for an informal chat or an evening's entertainment. Some of my acquaintances in the country come up to town once or twice a year to visit the theatre as a special treat. For them this is a major operation which involves considerable planning. As the play draws to its close, they wonder whether they will ever catch that last train home. The city dweller never experiences anxieties of this sort. The latest exhibitions, films, or plays are only a short bus ride away. Shopping, too, is always a pleasure. There is so much variety that you never have to make do with second best. Country people run wild when they go shopping in the city and stagger home loaded with as many of the necessities of life as they can carry. Nor is the city without its moments of beauty. There is something comforting about the warm glow shed by advertisements on cold wet winter nights. Few things could be more impressive than the peace that descends on deserted city streets at week-ends when the thousands that travel to work every day are tucked away in their homes in the country. It has always been a mystery to me why city dwellers, who appreciate all these things, obstinately pretend that they would prefer to live in the country.

THE PRESENT LIST OF READING TEST
OF THE SECOND SEMESTER STUDENTS OF ENGLISH EDUCATION
PROGRAM AT STAIN OF PALANGKA RAYA

No	Name	SRN	Signature
1.	Sabarudin	0801120307	
2.	Noor Layli Khasanah	0801120309	
3.	Selviana Wijayanti	0801120318	
4.	Ika Tri Mustika Sari	0801120341	
5.	Dewi Afifah	0801120342	
6.	Mukadimah	0801120343	
7.	Dewi Puji Utami	0801120344	
8.	Yayu Juli Raffiq	0801120345	
9.	Hasan Maulana	0801120346	
10.	Abdul Aziz	0801120347	
11.	Septia Anggraini	0801120348	
12.	Ahmad Rajib	0801120349	
13.	Sri Nurhidayati	0801120350	
14.	Novia Lestari	0801120351	
15.	Rofi'ah	0801120352	
16.	Indah Maryani	0801120353	
17.	Rasyid Ridha As-Samudy	0801120354	
18.	Muhammad Zhainal Arifin	0801120355	
19.	Eka Sri Rachmadaniar	0801120356	
20.	Aris Fatih Ahmad Fauzan	0801120357	
21.	Meny Lestari	0801120358	
22.	Siti Rahmah	0801120359	
23.	Mahdalena	0801120360	
24.	Nur Jannah	0801120361	
25.	Pitri Ani Pithriani	0801120362	
26.	Teguh Prayitno	0801120363	
27.	Hamdanah	0801120364	
28.	Wiwi Indah Sari	0801120365	
29.	Siti Halimah	0801120366	
30.	Edi Saputra	0801120367	
31.	Yeni Ratnasari	0801120368	
32.	Rahayu	0801120369	
33.	Irna Lasmi	0801120370	
34.	Suwarsih	0801120371	
35.	Ramdhaniah	0801120373	
36.	Muhammad Rezeki	0801120373	
37.	Rabiatul Adawiyah	0801120374	
38.	Siti Nurviva Yunita	0801120375	
39.	Ani Fatrida	0801120376	

40.	Mariatul Azizah	0801120378	
41.	Dewi Ratna Sartika	0801120379	
42.	Reny Karmila	0801120380	
× 43.	Wiwin Adetyia Wenty	0801120381	
× 44.	Suprapti	0801120382	
45.	Ratnita Dewi	0801120383	
46.	Saidi Rahman	0801120384	
47.	Yusli	0801120385	
48.	J. Anhar Rabi Hamsah Tis'ah	0801120386	
49.	Noor Anita Wulandari	0801120387	
50.	Rahmad Nurseto	0801120388	
51.	Nor Jennah	0801120389	
× 52.	Pahrul Raji	0801120390	
53.	Ika	0801120391	
54.	Randi Azwar Gaulana	0801120392	
55. ·	Herlina	0801120393	
56.	Hervina	0801120394	
57.	Nor Atiah	0801120395	
58. ·	Anis Saturoisah	0801120396	
× 59.	Nariswari Gunanta	0801120397	
60.	Miftahul Hasanah	0801120398	
61.	Selviana	0801120399	
62.	Marisa Ulfah	0801120400	
63.	Nor Halisah	0801120401	
64.	Ammirudin Asidiqi	0801120402	
65.	Heriyadi	0801120403	
66.	Norhayati	0801120404	
67.	Khairullah	0801120405	
× 68.	Rusmalina	0801120406	
69.	Sri Winarti Ayu Wandira	0801120407	
70.	W. Amri Kurniawan	0801120408	
71.	Fahrudin	0801120409	
72.	Siti Nur Anafiah	0801120410	
73.	Rusda	0801120411	
74.	Rika Rukmana Nugraha	0801120412	
75.	Razak Al-Amindra	0801120413	
76.	Haris Fadilah	0801120414	
77.	Baiq Novalina Prihatin	0801120415	
78.	Wydia Auliana	0801120416	
× 79.	Muhammad Karsa Yuda	0801120417	

Nomor : Sti.15/5/PP.00.09/ \0%% /2008   Palangka Raya, 31 Juli 2008
Hal   : **Persetujuan Judul dan**
           Penetapan Pembimbing

Kepada
Yth. Sdr. **Istianah**
NIM. 0501120169

Assalamu'alaikum Wr, Wb.

Setelah membaca, menalaah dan mempertimbangkan judul dan desain proposal yang saudara ajukan dan sesuai hasil seleksi judul skripsi Jurusan Tarbiyah STAIN Palangka Raya, maka kami dapat menyetujui judul dimaksud sebagai berikut:

"The Students' Accuracy in Reading English Text of Fourth Semester Students of English Education Programme of STAIN Palangka Raya"

selanjutnya kami menunjuk/menetapkan pembimbing skripsi saudara:

1. Dr. Khairil Anwar, M.Ag sebagai Pembimbing I

2. Siminto, M.Hum sebagai Pembimbing II

Untuk itu kami persilahkan saudara segera berkonsultasi dengan pembimbing skripsi sebagaimana mestinya.

Wassalamu'alaikum Wr, Wb

An. Ketua
Ketua Jurusan Tarbiyah,

Dra. HAMDANAH. HM, M. Ag
NIP. 150246249

Tembusan:

1. Yth. Ketua STAIN Palangka Raya Up. Pembantu Ketua I
2. Yth. Dr. Khairil Anwar, M.Ag sebagai Pembimbing I
3. Yth. Siminto, M.Hum sebagai Pembimbing II

PERSETUJUAN DESAIN PROPOSAL

JUDUL : THE STUDENTS' ACCURACY IN READING ENGLISH TEXT

NAMA : ISTIANAH

NIM : 050 112 0169

JURUSAN : TARBIYAH

PROGRAM STUDI : TADRIS BAHASA INGGRIS

JENJANG : S1 (STRATA 1)

Palangka Raya, 6 Juni 2009

Mengetahui,

Pembimbing I

Dr. H. Khairil Anwar, M.Ag.
NIP. 196301181991031002

Pembimbing II

Siminto, M.Hum.
NIP. 197507072002121004

Mengetahui,

Ketua Jurusan Tarbiyah

Hj. Hamidah, MA.
NIP. 197004251997032003

BERITA ACARA

Nomor :   /Pan. Seminar Proposal/STAIN/2009.

Pada   hari   ini   ~~JUM'AT~~ SABTU tanggal ......23.........bulan
..........MEI.......... Tahun 2009 , pukul ......08.00.........WIB, tim seminar
proposal skripsi mahasiswa STAIN Palangka Raya Tahun Akademik
2008 / 2009..... telah menyeminarkan proposal skripsi dengan Judul :

...THE...STUDENTS'...ACCURACY...IN...READING...ENGLISH...TEXT......
....
....
....

Atas Nama   :   ISTIANAH
NIM   :   050 112 0169
Jurusan/Prodi   :   TARBIYAH   /   TBI
Dinyatakan   :   (LULUS / MENGULANG

                                        P.Raya, ...23 - 5..2009

          Pembimbing   Penanggap Utama

1. Dr. H. KHAIRIL ANWAR, M.Ag   SABARUN, M.Pd
   NIP.   NIP.

2. SIMINTO, M.Hum
   NIP.

                    Moderator/Notulen,

                    AGUS FANDI S
                    NIP.

CATATAN HASIL SEMINAR

Penyaji / NIM   : ISTIANAH / 050 112 0169

Jurusan / Prodi : TARBIYAH / TBI

Judul   : THE STUDENTS' ACCURACY IN READING
ENGLISH TEXT

Penanggap Utama : SABARUN, M.Pd

Pembimbing   : 1. Dr. H. KHAIRIL ANWAR, M.Ag
2. SIMINTO, M.Hum

CATATAN PERBAIKAN :

1. REVISE THE FRAME OF THINKING.

2. REVISE THE SPACE IN PAGE 4.

3. CLASSIFY READING I IN THE BACKGROUND OF STUDY.

4. CHOOSE ONLY ONE OF THE SCORING TECHNIQUES.

5. INTERVIEW THE STUDENTS WHO HAVE THE PROBLEMS IN READING ENGLISH TEXT.

6. ADD THE THEORY OF TEACHING READING AT UNIVERSITY LEVEL.

Palangka Raya, 23 MEI 2009
Moderator

AGUS HANDI S.
NIP.

SURAT KETERANGAN
No. 74/PAN-SPSM/SG/V/2009

Panitia Seminar Proposal Skripsi Mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, menerangkan bahwa :

N a m a	:	ISTIANAH
NIM	:	050 112 0169
Jurusan / Prodi	:	TARBIYAH /TBI
Judul Proposal	:	THE STUDENTS' ACCUARACY IN READING ENGLISH TEXT

Telah melaksanakan Seminar Proposal Skripsi pada tanggal 23 Mei 2009 di Ruang Aula STAIN Palangka Raya dengan Penanggap Utama : **SABARUN,M.Pd** Moderator : **AGUS HANDI.S,S.Pd** dan dinyatakan **lulus** dapat diterima sebagai syarat penyelesaian skripsi.

Palangka Raya, 08 Juni 2009

PANITIA

Ketua,   Sekretaris,

ASMAWATI,M.Pd   HARLES ANWAR,M.Si
NIP. 150 311 460   NIP.150 292 523

Palangka Raya, 6 Juni 2009

Hal: Mohon Izin Riset/Penelitian

Kepada Yth.
Ketua STAIN Palangka Raya
Di Palangka Raya

Assalamu'alaikum Wr. Wb.

Saya yang bertanda tangan dibawah ini:
Nama   : **Istianah**
NIM   : 050 112 0169
Jurusan/Program : Tarbiyah/S1 (Strata 1)
Program Study   : Tadris Bahasa Inggris
Alamat   : Jl. Beruk Angis KPR BTN No. 8 Palangka Raya

Dengan ini mengajukan permohonan untuk mendapat izin riset/penelitian dalam rangka penyusunan skripsi saya yang berjudul:

THE SUDENTS' ACCURACY IN READING ENGLISH TEXT

Tempat/lokasi penelitian:
STAIN Palangka Raya

Penelitian ini akan dilaksanakan selama 2 bulan dari tanggal 10 Juni s.d 10 Agustus 2009 dan akan menggunakan metode Test, Interview, Documentation.
Demikian permohonan ini disampaikan, atas perkenan Bapak disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Mengetahui   Pemohon,
Pembimbing I Skripsi

Dr. H. Khairil Anwar, M.Ag.   **Istianah**
NIP. 196301181991031002   **NIM. 050 112 0169**

DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangkaraya 73112

Palangka Raya, 11 Juni 2009

Nomor   : Sti.15.8/TL.00/1147 /2009.
Lampiran :   --
Perihal   : Pemberian Izin Observasi /Penelitian

Kepada

Yth.   Sdr. Istianah
        NIM. 0501120169
        Jurusan Tarbiyah /TBI
        di –
            Palangka Raya.

Berdasarkan Surat Saudara tertanggal 6 Juni 2009 perihal Izin Riset / Penelitian, dalam rangka mengakhiri studi pada Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, maka Ketua STAIN Palangka Raya memberikan Izin Riset / Penelitian kepada Saudara:

Nama   : Istianah
NIM   : 0501120169
Jurusan/Prodi   : Tarbiyah / TBI
Jenjang   : Strata 1 (S.1)
Lokasi Penelitian : STAIN Palangka Raya .
Judul Skripsi   : "THE STUDENT'S ACCURACY IN ENGLISH TEXT "
Metode   : Interview,test dan Documentation
Waktu Pelaksana : 2 (dua) bulan, terhitung sejak tanggal 12 Juni   s/d 12 Agustus 2009.

Demikian Surat Izin Riset / Penelitian ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

An. Ketua
Pembantu Ketua I,

Drs. H. ABUBAKAR HM, M.Ag
NIP. 19551231 198303 1 026

Tembusan :

1. Yth. Ketua STAIN Palangka Raya (Sebagai Laporan)
2. A r s i p.

SURAT KETERANGAN
Nomor : Sti.15.8/TL.00/ 219 /2009.

Yang bertanda tangan di bawah ini Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya dengan ini menerangkan bahwa :

N a m a	: Istianah	
NIM	: 050 112 0169	
Jurusan	: Tarbiyah.	
Program Studi	: TBI	
Judul Skripsi	: "THE STUDENTS' ACCURACY IN READING ENGLISH TEXT ".	
Mulai Tanggal	: 12 Juni s/d 12 Agustus 2009	

Telah melaksanakan Observasi/Penelitian untuk mengakhiri studi dalam pembuatan Skripsi di Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya.

Demikian Surat Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palangka Raya, 21 Nopember 2009

An. K e t u a
Pembantu Ketua I,

Drs. H. ABUBAKAR HM, M.Ag
NIP. 19551231 198303 1 026

One of the Second Semester Students of English Program Was Reading the Text.

CURRICULUM VITAE

Personal Details

Full name	: Istianah
Sex	: female
Place, Date of Birth	: Lamongan, 15 February 1986
Nationality	: Indonesia
Religion	: Moslem

Education Background

- Madrasah Ibtidaiyah (Islamic Elementary School) graduated in 1998

- Madrasah Tsanawiyah (Islamic Junior High School) graduated in 2001

- Sekolah Menengah Atas (Senior High School) graduated in 2004

Course

- Rima English Course in 2004

- SMART 's Pre Class Prudential Grammar in 2004

- SMART's Med Class Prudential Grammar in 2005

- INERSIA (Training of Computer) in 2009