

**SOME TECHNIQUES IN TEACHING READING  
COMPREHENSION FOR THE SECOND YEAR STUDENTS AT  
MAN 1 BANJARMASIN ACADEMIC YEAR 2008/2009**



**BY  
FAHRINA JUMAILA**

**STATE INSTITUTE FOR ISLAMIC STUDIES ANTASARI  
BANJARMASIN  
2009 M/1430 H**

**SOME TECHNIQUES IN TEACHING READING  
COMPREHENSION FOR THE SECOND YEAR STUDENTS AT  
MAN 1 BANJARMASIN ACADEMIC YEAR 2008/2009**

**Thesis  
Presented for Partial Fulfillment of the Assignment  
And Requirement of Obtain *Sarjana Pendidikan Islam* Degree  
In Tarbiyah**

**By  
Fahrina Jumaila  
SRN:0401246511**

**STATE INSTITUTE FOR ISLAMIC STUDIES ANTASARI  
ISLAM EDUCATION FACULTY  
ENGLISH DEPARTMENT  
BANJARMASIN  
2009 A.D/ 1430 H**

## APPROVAL

Paper entitled : SOME TECHNIQUES IN TEACHING  
READING COMPREHENSION FOR THE  
SECOND YEAR STUDENTS AT MAN 1  
BANJARMASIN ACADEMIC YEAR  
2008/2009  
Written by : Fahrina Jumaila  
Student's Registration Number : 0401246511  
Program : S1  
Department : English Education Department  
Faculty : Tarbiyah

Having been checked out and revised properly, we hereby approve this thesis to be submitted and examined in front of Paper Examining Team of Tarbiyah Faculty of Antasari State Institute for Islamic Studies Banjarmasin.

Banjarmasin, \_\_\_\_\_ 1430 H  
2009 M

Advisor I

Advisor II

DR. H. Husnul Yaqin, M.Ed  
NIP 150 241 688

Nurlaila Kadariyah, S.Ag  
NIP. 150 276 324

Approved by  
Head of English Department  
Tarbiyah Faculty  
Antasari State Institute for Islamic Studies

Dra. Nida Mufidah, M. Pd  
NIP 050 063 550

## VALIDATION

Thesis entitled: *“SOME TECHNIQUES IN TEACHING READING COMPREHENSION FOR THE SECOND YEAR STUDENTS AT MAN 1 BANJARMASIN”* by Fahrina Jumaila has been completely examined by Paper Examining Team of Tarbiyah Faculty of Antasari State Institute for Islamic Studies Banjarmasin, on

Day :

Date :

With the total score :

The Dean of Tarbiyah Faculty  
Antasari State Institute  
For Islamic Studies Banjarmasin

**DR.H. Syaifuddin Sabda, M.Ag**  
**NIP 150 244 369**

Examiner Team

No	Name	Signature
1	(Chairman)	1.
2	(Member)	2.
3	(Member)	3.
4	(Member)	4.

## ABSTRACT

Fahrina Jumaila, 2009, "*Some Techniques of Teaching Reading Comprehension for the Second Year Students at MAN 1 Banjarmasin Academic Year 2008/2009*" Thesis, English Department, Tarbiyah Faculty, Advisor : (1) Dr.H. Husnul Yaqin, M. Ed. (2) Nurlaila Kadariyah S. Ag.

This research describes about some techniques in teaching reading comprehension for the second year students at MAN 1 Banjarmasin. The problem formulation of this research are 1) What techniques does teacher apply in teaching reading comprehension for the second year students at MAN 1 Banjarmasin, and 2) How the application of the techniques in teaching reading comprehension for the second year students at MAN 1 Banjarmasin academic year 2008/2009.

Based on the problem formulations, this research is intended to know and describe the techniques of English teachers in teaching reading comprehension for the second year students at MAN 1 Banjarmasin and application of the techniques in classroom at that school.

The subject of this research is one English teacher who teach English at the second year students of MAN 1 Banjarmasin. While the object of this research are techniques in teaching reading comprehension and the application of the technique in teaching reading comprehension.

The data of this research are collected through observation, interview and documentary. All of the collected data are processed through editing, classification, tabulating and interpretation. The data are analyzed by descriptive qualitative way and concluded inductively.

The result of the research shows that the techniques of the English teacher in teaching reading comprehension for the second year students at MAN 1 Banjarmasin are seven techniques that are previewing, scanning, skimming, using vocabulary knowledge, finding topics, discovering topics of paragraph, and understanding main ideas. The application of the previewing, scanning, skimming, discovering topics of paragraph, and understand main ideas are very good, the application of the using vocabulary knowledge is sufficient category, and application in finding topics including good category.

## ABSTRAK

Fahrina Jumaila, 2009, "*Beberapa Tehnik dalam Mengajar Pemahaman Membaca pada Siswa Kelas Dua di MAN 1 Banjarmasin Tahun Academic 2008/2009*" Skripsi, Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah, Pembimbing: (1) Dr. Husnul Yaqin, M. Ed. (2) Nurlaila Kadariyah S. Ag

Penelitian ini mengemukakan tentang teknik-teknik dalam mengajar pemahaman membaca di kelas dua MAN 1 Banjarmasin. Pokok masalah dalam penelitian ini adalah; 1. teknik apa saja yang digunakan guru bahasa Inggris dalam mengajar pemahaman membaca. 2) Bagaimana aplikasi dari tehnik tersebut dalam mengajar pemahaman membaca pada siswa kelas dua di MAN 1 Banjarmasin.

Berdasarkan rumusan masalah tersebut, penelitian ini di maksudkan untuk mengetahui dan menggambarkan teknik-teknik yang digunakan guru bahasa Inggris dalam mengajar pemahaman membaca pada murid kelas dua di MAN 1 Banjarmasin dan aplikasi dari teknik tersebut di kelas di sekolah tersebut.

Subjek dalam penelitian ini satu orang guru bahasa Inggris yang mengajar bahasa Inggris di kelas dua di MAN 1 Banjarmasin. Sedangkan objek dalam penelitian ini adalah teknik yang di gunakan dalam mengajar pemahaman membaca dikelas dua MAN 1 Banjarmasin dan aplikasi dari teknik tersebut dalam mengajar pemahaman membaca.

Data dalam penelitian ini dikumpulkan melalui observasi, wawancara dan documenter. Semua data yang terkumpul kemudian di proses melalui pemeriksaan, klasifikasi, tabulasi dan interpretasi. Data tersebut di analisis dengan cara dekriptif kualitatif dan disimpulkan secara induktif.

Dari hasil penelitian ini menunjukkan bahwa teknik-teknik yang digunakan oleh guru bahasa Inggris dalam mengajar pemahaman membaca dikelas dua MAN 1 Banjarmasin adalah tujuh techniques yaitu *previewing, scanning, skimming, using vocabulary knowledge, finding topics, discovering topics of paragraph dan understanding main ideas*. Aplikasi dari tehnik *previewing, scanning, skimming discovering topics of paragraph dan understanding main ideas* sangat bagus. Apikasi dari tehnik *using vocabulary knowledge* cukup bagus dan aplikasi dari tehnik *finding topics* termasuk dalam category bagus.

*DEDICATION*

*THIS THESIS I DEDICATED FOR:*

*My beloved parents" ABAH AND MAMA"*

*Who always pray and try to give me the best  
things in my life*

*My brothers and sisters, who always be my  
inspiration and spirit,*

*Teachers and lecturers who have taught and given  
me knowledge*

*All of my friends who have colored my life and  
given me inspiration and motivation to make my  
dreams come true*

*Thank you,*

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
الحمد لله رب العالمين و الصلاة و السلام على اشرف الاء نبياء و المرسلين  
سيدنا و مولانا محمد و على اله و صحبهاجمعين. اما بعد.

In the Name of Allah, the most merciful and most gracious, as well as for his endless mercy, favor and guidance for the writer to make this thesis entitled: “SOME TECHNIQUES IN TEACHING READING COMPREHENSION FOR THE SECONDYEAR STUDENTS AT MAN 1 BANJARMASIN ACADEMIC YEAR 2008/2009” has finished. This thesis attended to fulfill assignments and requirements to obtain the degree of *Sarjana Pendidikan Islam* in English Department at Tarbiyah Faculty of State Institute for Islamic Studies Antasari Banjarmasin.

May piece and blessing are always be poured upon the last messenger of Allah, the great prophet Muhammad as well as his family, his companions, and his followers until the last day for his save human’s life from destruction and darkness to the way of Allah.

To complete this research the writer has much got support, direction, and motivation from many persons. The writer thinks that they are unforgettable and usefulness. The writer expressed his grade gratitude to those who have given the writer support, advise, guidance, and idea, the writer hereby would like to give appreciation especially to:

1. DR. H. Syaifuddin Sabda, M.Ag, as the Dean of Tarbiyah Faculty who approved this thesis from proposal design until examined by the examiners of Tarbiyah Faculty.
2. Dra. Nida Mufidah, M.Pd, as the Head of English Department of Tarbiyah Faculty and her staffs for their information that related to this writing.
3. DR. H. Husnul Yaqin, M. Ed and Nurlaila Kadariyah S.Ag, as advisor I and advisor II who give the writer much time to consult, direction, bright ideas, and knowledge of value for the writer from beginning until this thesis finished.

4. All lectures who have given the writer knowledge and advice.
5. Drs. H. Azami as the head of Library State Institute for Islamic Studies and also the librarian of Tarbiyah Faculty and staffs who had given the writer some needed literary.
6. Drs. H. Bakhrudin Noor as the headmaster of SMUN 11 Banjarmasin, Khairunnisa, S. Pd. as the English teachers at the second year students, all the teachers, the administration staffs and the employers and the students there.
7. My beloved mother and father for their support and praying me to be always success.
8. All brothers and sister, also friends of mine who have directly and indirectly supported me to completing this study. Thank you for everything.

The writer thinks that they all have usefulness and unspeakable aloud of appreciation, may Allah blessing their good deed and forgives all mistakes that we ever have done, Amien.

Finally, the writer realizes that this writing is still far from perfect, many mistakes in grammatical but the writer hopes this simple writing will be useful and add knowledge not only for the writer, but also for all readers and other researchers.

Banjarmasin, \_\_\_\_\_ 1430 H  
2009 M

Writer,

## CONTENTS

	<b>Page</b>
COVER .....	i
COVER PAGE.....	ii
APPROVAL.....	iii
VALIDATION.....	iv
ABSTRACT.....	v
<i>ABSTRAK</i> .....	vi
DEDICATION .....	vii
ACKNOWLEDGEMENT .....	viii
CONTENTS.....	x
LIST OF TABLES .....	xii
LIST OF APPENDIXES.....	xiii
<b>CHAPTER 1 : INTRODUCTION.....</b>	<b>1</b>
A. Rationale.....	1
B. Formulation of Problem.....	7
C. Problem Limitation.....	7
D. Reason for Choosing the Title.....	7
E. Purpose of the Research.....	8
F. Significance of the Research.....	8
G. Organization of Contents.....	8
<b>CHAPTER II : THEORETICAL REVIEW.....</b>	<b>10</b>
A. Definition of Technique, Teaching and Reading Comprehension.....	10
B. Types of Reading Activity.....	14
C. Some Purpose of Reading.....	17
D. Some Techniques of Reading Comprehension.....	26
<b>CHAPTER III : METHOD OF RESEARCH.....</b>	<b>28</b>
A. Research Design.....	28
B. Subject and Object of the Research.....	28
C. Data and Source of Data.....	29
D. Technique of Data Collecting.....	30
E. Technique of Data Processing and Data Analysis.....	32
F. Design of Measurement.....	32
G. Research Procedure.....	33

<b>CHAPTER IV : RESULT OF THE RESEARCH</b> .....	35
A. Description about the Research Location.....	35
B. Data Presentation.....	42
C. Data Analysis.....	48
<b>CHAPTER V : CLOSURE</b> .....	52
A. Conclusion.....	52
B. Suggestion.....	55
<b>BIBLIOGRAPHY</b>	
<b>APPENDIXES</b>	

## LIST OF TABLE

	Page
1. DESCRIPTION ABOUT READING ACTIVITY IN TEACHING LEARNING PROCESS .....	19
2. DATA, SOURCES OF DATA AND TECHNIQUE OF DATA COLLECTING.....	31
3. THE HEADMASTERS WHO LED MAN 1 BANJARMASIN .....	36
4. THE CONDITION OF TEACHERS AT MAN 1 BANJARMASIN 2008/2009.....	37
5. THE ADMINISTRATION STAFF AT MAN 1 BANJARMASIN 2008/2009.....	39
6. THE EMPLOYEES AT MAN 1 BANJARMASIN 2008/2009 .....	39
7. THE CONDITION OF THE TUDENTS AT MAN 1 BANJARMASIN 2008/2009.....	40
8. AVAILABLE FACILITIES AT MAN 1 BANJARMASIN 2008/2009 .....	41
9. THE TECHNIQUES THAT THE TEACHER USED IN TEACHING READING COMPREHENSION AT MAN 1 BANJARMASIN 2008/2009 .....	42
10. THE PROCEDURES THAT THE TEACHER USED IN PREVIEWING .....	43
11. THE PROCEDURES THAT THE TEACHER USED IN SCANNING.....	44
12. THE PROCEDURES THAT THE TEACHER USED IN SKIMMING.....	45
13. THE PROCEDURES THAT THE TEACHER USED IN USING VOCABULARY KNOWLEDGE .....	46
14. THE PROCEDURES THAT THE TEACHER USED IN MAKING INFERENCES .....	46
15. THE PROCEDURES THAT THE TEACHER USED IN DISCOVERING TOPICS OF PARAGRAPH.....	47
16. THE PROCEDURES THAT THE TEACHER USED IN UNDERSTAND MAIN IDEAS .....	48

## **LIST OF APPENDIXES**

1. INSTRUMENT OF DATA OBTAINING
2. TRANSLATERY LIST
3. CURRICULUM VITAE
4. PERSETUJUAN JUDUL
5. SURAT KETERANGAN MELAKSANAKAN SEMINAR
6. IZIN RISET
7. SURAT KETERANGAN SELESAI RISET

# CHAPTER I

## INTRODUCTION

### A. Rationale

Education is an effort, which is done purposely by human through the activities of guidance, instruction, and training for better future. It is one of aspects the successful in a country. Education has a purpose to gain human resources who have intellectual, skill, and experience that supported by a good behavior and steady religious values.

Education is a fundamental aspect in nation building. A nation can develop the lives, moral and qualities by a good education. A good education will product a good generation. Otherwise, it will deliver a bad generation.

Considering of the important education, Indonesian should be attentive to education and try to get the national education purpose completely, as written in the constitution of national education system, number 20, 2003 as follows:

*Mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada tuhan yang maha esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga Negara yang demokratis serta bertanggung jawab.<sup>1</sup>*

In this modern era, language is one of important communication instruments for human beings, because by using language, they can easily communicate with each others. Language is also used to deliver messages, express ideas, thought,

---

<sup>1</sup>UU RI No. 20 Tahun 2003, *Sistem Pendidikan Nasional* (Bandung: Faktor Media, 2003), p. 20

and one's feeling to other. People use language to speak and to do their activity from the first time they wake up. Even sometimes when they are sleeping or dreaming, that is a normal and natural activity, they use language.

Beside that, people use language not only for communication, but for developing science and technology, art, and culture partiality in this globalization era. The existences of language make people to be a "Community of human beings." It is produced, built, and developed by language as a society unifier (Lindgren: 1972). Broon and Selznik (1973: 94) also said that language is an act of determining factor and human being society.<sup>2</sup> It related to revelation of God in the Holy Qur'an in Surat Al-Hujurat verse 13 as follows:



(الحجرت : ١٣) ....

From the verses above, it means that there are so many nations and tribes in this world. So, it is important to learn other languages such as English, because it will make people possible to get to know each other and to make relations with those who come from other nations.

In addition, language is a unit human activity. It is often characterize as specific species, i.e. an instrument processed only by men. Normal people in the world can speak; no group of people without a spoken language has ever been

---

<sup>2</sup>Sri Utami Subyakto-Nababan, *Psikolinguistik, Suatu Pengantar* (Jakarta: PT. Gramedia Pustaka Utama, 1992), p.1

discovered. Every language in the world is reach enough and sufficiently complete for its speakers to carry out their daily activities.<sup>3</sup>

There are many languages in this world, one of them is English. In Indonesia, English has become one of the subjects in school. English is as a foreign language has four skills that should be developed by English or foreign language learners, i.e. listening, speaking, reading and writing. All of these skills have their own way to master them. L.G. Alexander stated that the students had to be trained adequately in all four basics language skills: Listening, Speaking, Reading and Writing. If the teacher has to train his students in all four skills, he had to make efficiently of the time at this disposal.<sup>4</sup>

There are two forms of language, the spoken and the written. Two languages activities are associated both encoding and decoding process. Speaking and writing themselves are, meanwhile listening and reading are decoding process.<sup>5</sup> In learning English, mastering of reading is very important, because reading is one of important part of language.

Reading comprehension skills increase the pleasure and the effectiveness of reading. Strong reading comprehension skill helps in all the other subjects and in the personal and professional lives. The thigh stake tests that control advancement through elementary, middle, and high school and which determine entrance to

---

<sup>3</sup>Marry Phinocchio, *English as A Second Language from Theory to Practice*, (New york: Regents Publishing Company, Inc, 1974), p. 2.

<sup>4</sup>L.G. Alexander, *Practice and Progress and Integrated Course for Intermediate Students*, (Yogyakarta: Kanisius, 1975), p. viii.

<sup>5</sup>Jack C. Richards and Willy A. Renadya. *Methodology in Language Teaching, An Anthology of current Practice*. (Cambridge University Press, 2002), p. 96.

college are in large parts, a measure of reading comprehension skill.. In short, building reading comprehension skill requires a long term strategy in which all the reading skill areas (phonics, fluency, and vocabulary) will contribute to success.<sup>6</sup>

At school, English teachers have urgent roles to improve the students' reading skill. There are many kinds of techniques, which can be used to teach reading skill. It means that English teachers have many opportunities to choose the appropriate techniques that can be applied in their teaching learning process and they have freedom to act teaching to make the students be interested in delivering materials. So, it is clear that technique is a way, which is used in interaction between a teacher and students while teaching learning process is going on.

The successful or unsuccessful teaching learning process can be seen from the techniques that used by the teachers. By selecting the right techniques teaching learning process it will run well and it happens at any school.

Based on the writer's explanation and information above, the writer interests to do a research relating to reading skill entitled: **Some Techniques in Teaching Reading Comprehension For the Second Year Students at State Islamic Senior High School 1 Banjarmasin Academic Year 2008/2009.**

To avoid any misinterpretation towards the title, the writer needs to explain some terms in the title as follows:

1. Technique is a part of ways or application, and techniques mean implementations which actually take place in classroom.<sup>7</sup> In this term, technique

---

<sup>6</sup>Lenz,Keith, *Learning Reading Comprehension Skill*, [http //www.google.com](http://www.google.com), 16/08/2008

is the way in which technically details are used and how well the techniques are applied.

2. Teaching is teacher's effort to deliver message such as knowledge.<sup>8</sup>

There are teaching means an effort from the teachers to transform or to deliver their knowledge to the students' formal situation or at school.

3. Reading comprehension is the process of constructing meaning from text. Which consist of previewing, scanning, skimming, using vocabulary knowledge for effective reading, making inferences, finding topics, discovering topic of paragraph, understand main ideas, identifying patterns of organization and summarizing.

Based on definition above, the writer concludes that the title means Techniques that used by English Teachers in Reading Comprehension for the Second Year Students at MAN 1 Banjarmasin Academic Year 2008/2009.

## **B. Formulation of the Problem**

1. What techniques does teacher apply in teaching reading comprehension for the second year students at MAN 1 Banjarmasin academic year 2008/2009?.
2. How the application of the techniques in teaching reading comprehension for the second year students at MAN 1 Banjarmasin academic year 2008/2009?

---

<sup>7</sup>Edward, M. Anthony, *Approach Method and Technique*. (Pittsburgh : Persmission from English Company, 1963), p.6

<sup>8</sup>Vebrianto ST. *Kamus Pendidikan*, (Jakarta: Gramedia Widia Sarana, 1994), p.6

### **C. Problem Limitation**

This research is focused on the techniques of English Teachers in teaching reading comprehension and the applications of the techniques in teaching reading comprehension for the second year students at MAN 1 Banjarmasin Academic Year 2008/2009.

### **D. Reason for Choosing the Title**

There are some reasons that makes the writer to choose this title, they are:

1. English is one of the most popular languages in the world that has become the main language communication in the world, it also devices the field of science and technology. Many books of science and technology are written in English. So, the students as the leader of the next future of this nation, it is important to learn English, in order we not to be the late in the world competition.
2. A technique plays a very important role in the teaching process, it is used the teacher to organize the teaching and learning quite well and avoid the students get bored.
3. Reading is English basic skill, which is a very important to be mastered by students and I order to the students are to be able to understand in English because learning reading comprehension is an important thing in the school in particular to get information deeply concerning the discipline they are studying.

### **E. Purposes of the Research**

Based on the fact and the problem above, there are many purposes that writer has, they are:

1. To know the techniques which are applied by teachers in teaching reading comprehension for the second year students at MAN 1 Banjarmasin Academic Year 2008/2009.
2. To know the application of techniques in teaching reading comprehension for the second year students at MAN 1 Banjarmasin Academic Year 2008/2009.

### **F. Significance of the Research**

The result is going to achieve in this study is expected to:

1. Enrich the writer's knowledge about techniques in teaching reading skill, so that if the writer is a teacher, the writer can apply a lot of techniques in teaching reading.
2. Be a feedback or input and further information for English teachers for English teacher in teaching learning process, especially English teacher at MAN 1 Banjarmasin.
3. To add information for the writer or everyone who wants to research about this problem which is closely relates to this research.

## **G. Organization of Contents**

This study is divided into five chapters as follows:

The first chapter contains introduction, which consists of rationale, formulation of the problems, reason for choosing the title, purposes of research, significance of research, and organization of contents.

The second chapter contains theoretical review on related field, which consists of definition of technique, teaching and reading comprehension, Types of reading comprehension, some purpose of reading and some techniques of teaching reading comprehension.

The third chapter contains method of research, which consists of subject and object of research, data and source of data, techniques of data collecting, techniques of data processing and analysis, design of measurement and research procedure.

The fourth chapter contains report of research result, which consists of general description of the research location, data presentation, and data analysis.

And the fifth chapter is the fifth chapter contains closure, which consists of conclusion and suggestions.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Definition of Technique, Teaching and Reading Comprehension

##### 1. Definition of technique

According to A.S Hornby in his dictionary, the meaning of term technique is "a way of doing or performing something, especially in the arts or sciences".<sup>9</sup> In Peter Salim's dictionary, technique is defined as follow:

1. *Keahlian, kemahiran*
2. *Badan metode dan prosedur khusus yang diperlukan dalam bidang tertentu.*
3. *Kemampuan menerapkan suatu metode atau prosedur guna mencapai hasil yang diinginkan.*
4. *(Informal) pendekatan.*<sup>10</sup>

The realization of teaching technique directly in the classroom is complicated in teaching learning activity, not all students can concentrate in long time, because students comprehension on given material is also various, some of them can comprehend fast and some of them slow, even some of them very slow. Students speed in accepting given material need various time allocation in order to reach the maximal comprehension.

---

<sup>9</sup>A.S. Hornby, *Oxford Advanced Dictionary of English* (Oxford: Oxford University Press, 1987), p. 886.

<sup>10</sup>Peter Salim, *The Contemporary English-Indonesia Dictionary* sixth Edition, (Jakarta: Modern English Press, 1991), p. 2015

In English, technique is “systematic procedure by which a complex or scientific task is accomplish.”<sup>11</sup> According to Webster’s Ninth collegiate dictionary, “Techniques is the ability of use such method effectively, the way in which technical details are treated.”<sup>12</sup>

Based on the definition above can be concluded that techniques is a way of doing or performing something goal by using certain procedures and it is a more detailed way, which be implemented directly in teaching and learning process. Technique depends on teachers, imaginations, creativity and class composition.

## **2. Definition of Teaching**

The term “teaching” is quoted in the academic word. Sometimes, it is difficult to distinguish the meaning of teaching and education. In fact, they are different in their own goal. The goal of education is to make a person to be mature, while the goal of teaching is limited to help someone to master a subject and/or skill. Education is more general than teaching. According to Syaiful Bahri Djamarah stated:

*“Mengajar hanya sebatas menuangkan bahan pelajaran kepada anak didik di kelas atau diruangan tertentu. Sedangkan mendidik adalah suatu usaha yang disengaja untuk membimbing dan membina anak didik agar menjadi manusia susila yang cakap, akti-kreatif dan mandiri. Karena itulah mendidik lebih dekat dengan transfer of values”.*<sup>13</sup>

---

<sup>11</sup>William Morris, et all, *The Harritage Ilustated Dictionary of English Language*, (Boston: Houghton Mifflin Company, 1979), p.132.

<sup>12</sup>Merriam Webster, *Webster’s Ninth Collegiate Dictionary*, (Ontario: Merriam Webster Inc, 1989), p. 1211.

<sup>13</sup>Syaiful Bahri Djamarah, *Psikologi Belajar* Jakarta: Rineka Cipta, 2002), p. 74.

In English, teaching means “to give an instruction to somebody regarding knowledge, skill, etc.”<sup>14</sup> Or we can say that teaching is an effort to transfer knowledge and skill to other people.

According to Abdul Ra’uf Shadry, “teaching” is a process of giving learning materials by somebody to other consciously, systematically and aiming at changing humans’ behavior performance.<sup>15</sup>

Meanwhile, William H. Burton defined teaching as quoted by M. Ali stated “*Mengajar adalah upaya dalam memberi perangsang (stimulus), bimbingan, pengarahan, dan dorongan kepada siswa agar terjadi proses belajar mengajar.*”<sup>16</sup>

### **3. Definition of reading Comprehension**

Reading is one of the four skills: listening, speaking, reading and writing. The word “reading” is derived from a verb “to read” which gets the suffixing and becomes a noun. This change is called “gerund”. There are some definitions of reading: reading is a process of thinking, evaluating, judging, imagining, reasoning and problem solving.<sup>17</sup>

---

<sup>14</sup>Merriam Webster, *lock cit.*, p. 886.

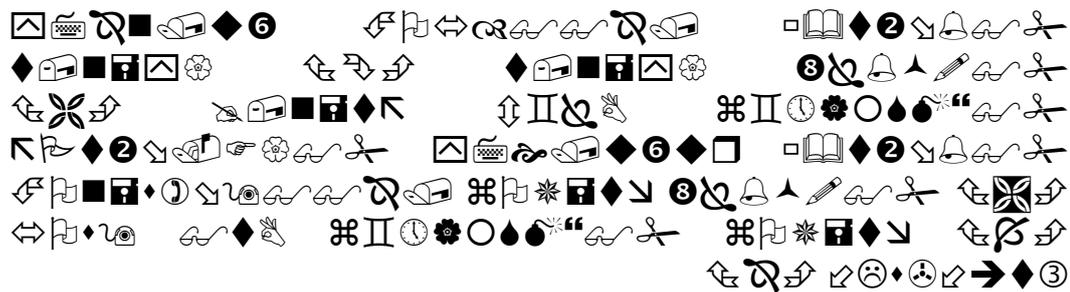
<sup>15</sup>Abdul Ra’uf Shadry, *Nilai Pengajaran Bahasa Arab dan Sejarah Perkembangannya* (Jakarta:Bina Cipta,1980),p.4.

<sup>16</sup>Muhammad Ali, *Guru dalam Proses Belajar Mengajar*, (Bandung: Sinar Baru, 1984), p.13.

<sup>17</sup>Miles V. Zints, *The Reading Process (TheTeacher and Learner)*, Second edition, Iowa: W.C Brown Company Publisher, 1997, p.8.

According to Ralph Taylor states that: “Reading is to take the meaning of written or printed words through the eye and the mind.”<sup>18</sup>

Reading is a complex process. It is not only to read the text but the reader must be able to comprehend the writer’s message, so the reader can express their idea, infer conclusion in order to obtain information. Reading is the first command of Allah, the Lord of all kinds of human beings. Allah states in Al-Qur’an, Surat Al-Alaq verses 1-5 as follows:



Those verses contain of an exclamation and also signal of the urgency of reading. The word اقرا that means, “please read” is repeated until twice with definite purpose. The meaning of reading in above verse comprise of deep meaning. The word اقرا is a command to read and to discover knowledge that exists in our surroundings.

On the previous explanation, Bobbie De Porter and Mike Hernacki in their books as translated by Alawiyah Abdurrahman assert that there are at least five tricks to understand the reading, namely:

- a. Be an active reader
- b. Read the idea, not the word.
- c. Involve all of your five senses.
- d. Create the interest.

---

<sup>18</sup>C. Ralph Taylor, *Webster’s World University Dictionary*, Washington D.C.: Book Inc, 1997, p.452.

- e. Make a thought map for that reading material.<sup>19</sup>

Thus, reading means an activity to understand the contents or information written in reading texts.

Reading comprehension refers to reading for comprehending thoroughly to the content of the text in order to obtain information required.

Reading comprehension is “a kind of reading that is done silently (unvoiced) and the readers are expected accurately and precisely to be able to understand or comprehend the information contained in the text”.<sup>20</sup>

Meanwhile Broughton who assert that reading is comprehensive in nature as quoted by Henry Guntur Tarigan, reading includes some aspects in reading comprehension namely:

- a. Understand the simple meaning.
- b. Understand the signification or sense.
- c. Evaluation or appraised (toward the content).
- d. Reading speed that is flexible.<sup>21</sup>

The four aspects above are preceded by the mastery of skill that is mechanical in nature. It consists of some aspects as follows:

- a. Identification to the letter shape.
- b. Identification to the linguists’ elements (phoneme, word, sentence, etc.)

---

<sup>19</sup>Bobbie De Porter and Mike Hernacki, *Quantum Learning, Membiasakan Belajar Nyaman dan menyenangkan* (diterjemahkan oleh Alawiyah Abdurrahman), Bandung:Kaifa, 2001, pp.246-265.

<sup>20</sup> Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung, Angkasa.1984, p.7.

<sup>21</sup> *Ibid.*, p.12.

- c. Identification to the correlation between the pattern or spelling and sound (ability for sounding the written materials).
- d. Reading in the low phase.<sup>22</sup>

## **B. Types of Reading Activity**

Methodologically, there are two common types of reading, i.e. reading aloud (oral reading) and silent reading. In their application, both can be adjusted for the activity of English reading comprehension.

### **1. Oral reading**

Oral reading is an activity that forms a device for reader together with other people or listener to catch or comprehend the information thought and telling of he author.<sup>23</sup>

Oral reading is very useful for the beginner to help him in speaking practice. It is also very useful for the children as long as it is subject is well directed and will be benefit for them. In learning a foreign language the activity of oral reading is more focused closely on pronunciation than comprehension.<sup>24</sup>

### **2. Silent reading**

In the activity of silent reading on visual memory is used. In this case, eyes and memory become active.<sup>25</sup> Therefore, in silent reading activity, reader's contribution is only focused for understanding what he/she read without paying attention toward stimulation of how he/she pronounces it. The lips, tongue and larynx for saying the words that are appropriate with their pronunciation. So, in

---

<sup>22</sup>*Ibid, Henri Guntur Tarigan, p. 11.*

<sup>23</sup>L.G. Alexander, *Practice and Progress* (Yogyakarta: Yayasan Kanisius, 1975) p. vii

<sup>24</sup>Henri Guntur Tarigan, *Op. cit.*, p.22.

<sup>25</sup> *Ibid, Henri Guntur Tarigan, p. 30.*

the silent reading, concentration of the readers can be focused more than in reading aloud. Tarigan in his book said: "*Sebagian besar dari kegiatan membaca dalam masyarakat selama kita hidup adalah kegiatan membaca dalam hati dibanding dengan membaca nyaring, maka membaca dalam hati jauh lebih ekonomis, dapat dilakukan disegala tempat*"<sup>26</sup>

Hence, the silent reading is a way of reach that is considered more effective, popular and mostly often used by the readers for the purpose of reading comprehension. In comprehension skill, the most appropriate way of reading is silent reading.

Thus, in comparison to oral reading, silent reading has some superiorities for being used in reading comprehension, i.e.:

- a. More to be used
- b. More in it is practice
- c. More possible for fast comprehension
- d. Easier to be done

Based competence curriculum (2004) explains that the ability in communication includes listening, speaking, reading, and writing. Learning of reading is not something that separate which other skill but something that mutual connection. In classroom practice, reading activity is divided into three integrated stages, namely pre-reading activities, while-read activities and post- reading activities.

---

<sup>26</sup>*Ibid, Henri Guntur Tarigan, p.30*

## 1. Pre- Reading Activities

Pre- Reading is the learning activity before reading the text. The objectives of this stage are commonly:

- a) To introduce and arouse interest in the topic.
- b) To motivate learners by giving a reason for reading.
- c) To provide some language preparation for the text.<sup>27</sup>

The objective of pre-reading should be relevant with the type of text being taught in pre-reading activities. Student can be provided with some stimulating question, clues or activities which are referred to the proceeded learning theme. This activity is basically aimed at preparing the students' readiness of their cognition or background knowledge and linguistic knowledge towards a text which is going to be learns and also preparing their psychological conditions so that a positive drive may happen during reading teaching and learning.

The following activities are very useful to be carried out in the phase of learning:

- a. The teacher can ask the students the relevant context.
- b. The teacher can show a picture of topic discussed and asked the students of what can be related to the picture of topic discussed and ask the students of what can be related to the picture.
- c. The teacher can write some keywords on the blackboard related to the context and ask the meaning to the students. Students may open dictionary to find the meaning.

---

<sup>27</sup>Eddie William, *Reading in the Language Classroom*, (London: Macmillan Publisher ltd, 1984), p.38.

- d. The teacher can write theme for example “tools” on the blackboard. Then the teacher asks the students to give the list of sub-themes that can be obtained from the theme. After that, the teacher asks the students to guess the title of the text.
- e. The teacher can write theme for instance “workshop” on the blackboard and ask the students to guess the vocabularies that may be used in the text.
- f. The teacher can write on the blackboard some keyword from the text and ask students to guess the topic.<sup>28</sup>

## 2. While - reading activity

While-reading activity is learning activity to develop reading skill. The students get involved in certain activities arranged by the teacher or have been provided in the guidance books such as reading aloud and reading comprehension related to the learning theme.

In general, this stage aims at helping learners to develop their skill, so that they can be done during the while-reading, namely:

- a. Give the text and ask them to read
- b. Ask about the text
- c. Ask one or two of students to read loudly
- d. Ask the students to find main idea, keyword, general and specific information
- e. Ask the students to explain the meaning from context
- f. Ask the students to interpret certain information and context
- g. Invite the students to state the characteristics of paragraph or text.<sup>29</sup>

## 3. Post- reading activity

Post-reading is instructional activities to related what has been achieved by the students after reading the text to their knowledge. For getting a good result the question above, there are many methods of reading the passage below:

---

<sup>28</sup>*Ibid*, Eddie William, p. 30.

<sup>29</sup>*Ibid*, Eddie William, p. 39.

- a. Read the passage right through once, concentrating your attention on what seem to be main theme, in the other words, get the gist of it. As soon as you have completed the first reading make a note of the main drift of the contents.
- b. Read the passage right through second time, bearing mind as discovered during you first reading. During the second reading, pay attention to the spirit of the passage, noticing the key words and phrases and opening your mind to their explicit sense.<sup>30</sup>

Moreover, according to Diane Larsen – Freeman in their books stated:

Students answer questions in the target language based on their understanding of the reading passage. Often the questions are sequenced, so that the first group of questions asks for information contained within the reading passage. In order to answer the second group of questions, students will have to make inferences based on their understanding of the passage. The third group of questions requires students to relate the passage to their own experience.

So that, the following activities are suggested to achieve the objective of the reading in post reading activity:

- a. Conclusion
- b. Teacher can introduce the words that related the context
- c. Ask the students to tell about text.<sup>31</sup>

From explanation above, the following table will describe about reading activity in teaching learning process.

Table 2.1. Description about Reading Activity in Teaching Learning Process

No.	Teacher's Activity	Student's Activity
1.	Pre-Reading Activities	
	<ol style="list-style-type: none"> <li>a. Introducing new material by the students.</li> <li>b. The teacher gives statement and questions related to the topic.</li> </ol>	<ol style="list-style-type: none"> <li>a. The students pay attention</li> <li>b. Students answer</li> </ol>

<sup>30</sup>*Ibid*, Eddie William, p. 58.

<sup>31</sup>*Ibid*, Eddie William, p. 40.

2.	While-Reading Activities	
	<ul style="list-style-type: none"> <li>a. Reading the text carefully with stress pronunciation and right intonation.</li> <li>b. Asking the students to read the text with drill.</li> <li>c. Translate the difficult words with the students together.</li> <li>d. Ask students to answer some question</li> </ul>	<ul style="list-style-type: none"> <li>a. Students listen to the teacher's reading carefully.</li> <li>b. Read in turn.</li> <li>c. This students pay attention and answer.</li> <li>d. Students answer.</li> </ul>
3.	Post-Reading Activities	
	<ul style="list-style-type: none"> <li>a. Gives same writing assignments suitable with the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>a. Do the assignments by writing.</li> </ul>

### C. Some Purpose of Reading

The purpose of reading is comprehension that understands the encoded in the text. Reading does not always means that the reader needs to understand everything in the text, yet it can always be a struggle for understanding or comprehension.

There are other purposes of reading based on *Standar Nasional Kemampuan Dasar SD/MI, SLTP/MTs, SMU/MA* as follows:

- a. *Mengembangkan kemampuan membaca untuk dapat memahami bacaan yang lebih panjang dan sulit dengan gagasan utama dan gagasan penunjang suatu topic yang belum dikenal.*
- b. *Mencari informasi yang berhubungan dengan suatu topik yang belum dikenal di sumber lain untuk mengembangkan pengetahuan tentang topik tersebut.*
- c. *Memahami wacana dengan berbagai topik untuk menggali informasi bagi penulisan suatu karangan.*
- d. *Membaca wacana untuk didiskusikan dalam kelas / kelompok.*<sup>32</sup>

---

<sup>32</sup>Boediono, dkk, *Standar Nasional Kemampuan Dasar SD/MI, SLTP/MTs, SMU/MA*

In addition, Ellen A. Strommen said:

“Ultimately, the goal of learning to read is to develop good comprehension to be able to understand what one to read, to extract meaning easily from printed text. Most of us would agree that good readers can grasp the meaning of written material with ease skill, whereas poor readers are likely to struggle with the material and even then not grasp it is meaningfully, despite their greater effort.”<sup>33</sup>

Based on the purpose of reading, it is divided into reading for details or facts, reading for inference, reading to classify, reading to evaluate and reading compare or contrast. But in general the purpose of reading is for seeking and getting information, substance and meaning of reading it self.

Thus, the purpose of reading comprehension, if it is connected with the main duty of students, is to broaden the science, either religion or general science. Reading Comprehension is one of the most important activities in English learning process.

#### **D. Some Techniques of Reading Comprehension**

The readers need certain techniques to get meaningful information when they read a text. They can use one or more techniques to read the reading text. They are expected to select the appropriate techniques to get information.

There are ten techniques of reading comprehension:

1. Previewing

---

<sup>33</sup>Ellen A. Strommen. at. *Al, Development Psychology the School Aged Child*, (Illinois: The Dorsey Press, 1983), p.90

Previewing before you read can make a big difference in how well you understand what you read. The aim of previewing is to find out what are you going to be reading before you actually read. You preview to get an idea of what you will find in the text. Then your brain can begin making connections, and your comprehension will be faster and better.<sup>34</sup>

Guidelines for previewing a passage:

- Preview for only a few seconds. For example, for one page of text, you should spend no more than one minute previewing.
- Read the title.
- Decide what kind of text it is. It is an essay, an argument, a story, an explanation, etc.
- Look at the length and organization of the passage. It is divide into parts? Do the parts have subtitles? What information do they give you?
- Notice if there are maps, pictures, charts, manes, or numbers in the passage.
- Look at the first line or sentences of each paragraph and the last sentences of the final paragraph. These sections often contain important information.<sup>35</sup>

## 2. Scanning

Scanning is aimed at finding specific information from the reading text quickly.<sup>36</sup> Search for key words or ideas. In most cases, you know what you're looking for, so you are concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and

---

<sup>34</sup>Beatrice S. Mikulecky, Linda Jeffries, *More reading Power*, Second Edition, (Copyright,2004), p. 17.

<sup>35</sup>*Ibid.*, p. 18

<sup>36</sup>*Ibid.*, p. 25.

phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions.<sup>37</sup>

When scanning, look for the author's use of organizers such as numbers, letters, steps, or the words, first, second, or next. Look for words that are bold faced, italics, or in a different font size, style, or color. Sometimes the author will put key ideas in the margin.<sup>38</sup>

### 3. Skimming

Skimming is a high speed process and involves visually searching the sentences of a page for clues to meaning.<sup>39</sup>

Skimming is one of the reading skills that is aimed at finding the general idea quickly.<sup>40</sup> It is what you do when you are searching for something particular in the text the way you might read a phone book or dictionary. Used to find a specific reference, locate new material, locate the answer to a specific question, and get the main idea of a selection or review.

### 4. Using vocabulary knowledge (guessing)

Sometimes in a passage, the students find the unknown or difficult words. Ask the students to guess the words. The teacher can help the students to describe the word in English or give the similar meaning of the words.

---

<sup>37</sup>[http://www.learnline.ntu.edu.au/studyskills/re/re re fa.html](http://www.learnline.ntu.edu.au/studyskills/re/re%20re%20fa.html), p. 1, 21/03/2009.

<sup>38</sup>*Ibid.*, p. 2, 21/03/2009.

<sup>39</sup><http://en.wikipedia.org/wiki/skimming>, p. 1, 21/03/2009.

<sup>40</sup>Beatrice S. Mikulecky and Linda Jeffries, *Lock Cit.* p. 38

Guessing is the best strategy, because:

- a. Guessing is fast because you do not have to interrupt your reading.
- b. Guessing helps your comprehension because you stay focused on the general sense of what you are reading.
- c. Guessing helps build vocabulary because you are more likely to remember the words.
- d. Allows you enjoy your reading more because you do not have to stop often.<sup>41</sup>

## 5. Making inferences

Good readers constantly make inferences as they read. Look for clues in the text, and then use the clues to guess about the text and about the writer's ideas. This is especially important when some ideas are not directly stated. Making inferences also help a reader get around difficult vocabulary or sentences structure.<sup>42</sup>

## 6. Finding topics

In order to understand what you are reading, you need to connect it to something you already know. To make this connection, you need to be sure that you know what it is that you are reading about. That is, you need to know the topic.<sup>43</sup>

## 7. Discovering topics of paragraphs

It is important to be able to find the main idea in a paragraph. The main idea tells what the paragraph is mostly about. All of the other sentences are details that tell more about the main idea.<sup>44</sup>

---

<sup>41</sup>*Ibid*, Beatrice S. Mikulecky and Linda Jeffries, p.53.

<sup>42</sup>*Ibid*, Beatrice S. Mikulecky and Linda Jeffries, p. 65.

<sup>43</sup>*Ibid*, Beatrice S. Mikulecky and Linda Jeffries, p. 79.

<sup>44</sup>[http://www.ehow.com/how\\_4540359\\_find-main-idea-paragraph.html](http://www.ehow.com/how_4540359_find-main-idea-paragraph.html), p.1, 20/05/2009.

In most paragraphs, the author includes the topic sentences. This sentence often comes first, but sometimes it is found in the middle or at the end of the paragraph. Finding the topic sentences is important for comprehension. It tells you what the whole paragraph is about.<sup>45</sup>

#### 8. Understanding main idea

Understanding the main idea or gist of a piece of text is a sophisticated reading task. Textbook chapters, articles, paragraphs, sentences, or passages all have topics, main ideas, and supporting details. The topic is the broad, general theme, message or what some call the subject. The main idea is the "key concept" being expressed. Details, major or minor, support the main idea by telling how, what, when, where, why, how much, or how many. Locating the topic, main idea, and supporting details helps readers understand the point(s) the writer is attempting to express. Comprehension is increased when a student can identify the relationship between topics, main ideas, and details.<sup>46</sup>

The main idea of paragraph is a statement of the author's idea about the topic. A main idea statement is always a complete sentence that includes both the topics and the ideas that the author wishes to express about the topic.<sup>47</sup> The main idea is divided into two types as follows:

---

<sup>45</sup>Beatrice S. Mikulecky and Linda Jeffries, *lock Cit.*, p. 92.

<sup>46</sup>[http://www.daltonstate.edu/faculty/mnielsen/implicit\\_main\\_idea1.html](http://www.daltonstate.edu/faculty/mnielsen/implicit_main_idea1.html), p. 1, 21/03/2009.

<sup>47</sup>Beatrice S. Mikulecky, Linda Jeffries, *Opcit.*, p. 96

a. Explicit main idea

An explicit main idea may be anywhere in the paragraph, but is typically found in these locations: first sentence, last sentence, middle of paragraph, or a combination of two sentences.

b. Implied main idea

An implied main idea is a sentence that the reader composes rather than a statement found in the selection. This reader-developed sentence answers the same basic questions: Who or what did I just read about? And what was the main point or points the author made.<sup>48</sup>

In English paragraphs, the main idea will most likely be found in one of these four places:

- a. In the first sentences (commonly)
- b. In the last sentence
- c. In the middle of the paragraph
- d. Not stated in the paragraph directly (implied).<sup>49</sup>

9. Identifying Patterns of organization.

. Finding the pattern help you find the main idea and remember the important details. Thus, looking for patterns is a way to improve your comprehension while reading. There are five basic patterns that writers often use in developing their ideas in English:

- a. List of relaxed ideas or example

---

<sup>48</sup>[http://www.daltonstate.edu/faculty/mnielsen/implied\\_main\\_idea1.html](http://www.daltonstate.edu/faculty/mnielsen/implied_main_idea1.html), p. 1, 21/03/2009.

<sup>49</sup>[http://vclass.mtsac.edu:920/readroom/main\\_idea.htm](http://vclass.mtsac.edu:920/readroom/main_idea.htm), p. 1, 21/03/2009.

In this pattern, the writer states the main idea in the form of a generalization and gives a list of details to support that general statement.

b. Sequence

In this pattern, the writer explains the main idea with a series of events or steps that follow one after the other in time order.

c. Comparison / contrast

In this pattern, the writer's main idea is a general statement about two things that are similar and/or different. Specific details about similarities and/or differences are given.

d. Cause / effect

In this pattern, the writer's main idea is that one event or action caused another event or action.

e. Problem / solution

In this pattern, the writer's main idea is a statement of a problem and how it was solved.<sup>50</sup>

## 10. Summarizing

Summarizing is the process of retelling the important parts of a passage in a much shorter form. A good summary includes the main ideas and the major supporting points of what you have read, does not include minor details and your own ideas or opinions.<sup>51</sup>

---

<sup>50</sup>Beatrice S. Mikulecky and Linda Jeffries, *Lock Cit.*, p. 108.

<sup>51</sup>*Ibid*, Beatrice S. Mikulecky and Linda Jeffries, p. 141

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Research Design**

This research is descriptive research. Descriptive research is defined as a design to obtain information concerning the current status of phenomena and to determine the natural situation as it exists at the time of the study. In this research, the writer describes the current status of phenomena focusing on English teacher's techniques in teaching reading comprehension for the second year students at MAN 1 Banjarmasin academic year 2008/2009.

#### **B. Subject and Object of the Research**

##### **1. Subject of the Research**

The subject of this research is one English teacher at the second year students at State Islamic Senior High School (MAN 1) 1 Banjarmasin Academic Year 2008/2009.

##### **2. Object of the Research**

Object of this research are the techniques in teaching reading comprehension and the application of the techniques in teaching reading comprehension for State Islamic Senior High School (MAN) 1 Banjarmasin Academic Year 2008/2009.

### **C. Data and Sources of Data**

The data and sources of data, they are:

#### 1. Data

The data that are investigated in this research are the primary and the secondary data.

##### a. Primary data

- a) The data about the techniques are used by the English teacher in teaching reading comprehension.
- b) The application of the techniques in teaching reading comprehension, which indicate how well do the teachers use the procedures of the techniques in teaching reading comprehension for the second year students at MAN 1 Banjarmasin Academic Year 2008/2009.

##### b. Secondary data

To complete the primary data, the writer also collects the secondary data, which relate to this research location, as follows:

- 1) Brief history of MAN 1 Banjarmasin.
- 2) Description about English teacher and the second year students at MAN 1 Banjarmasin Academic Year 2008/2009.

## 2. Sources of data

The data above is taken out from the source data as follow:

- a. Respondent: The English teacher and the second year students at State Islamic Senior High School Academic Year 2008/2009.
- b. Informant: The headmaster, teachers and administration staff.
- c. Document: All written report.

### **D. Technique of Data Collecting**

There are some techniques that are applied in this research, they are:

#### 1. Observation

This technique is used to observe directly the condition of teaching and learning process on English subject, especially the techniques in teaching reading comprehension for the second year students at MAN 1 Banjarmasin Academic Year 2008/2009.

#### 2. Interview

Interview is done to some people especially respondents and informant to obtain primary data and secondary data to support the research.

#### 3. Documentary

This technique is aimed at looking for the data related to this study and for all written reports or documents such as description about research location, headmaster, the teachers, administration staff, and the students.



## **E. Technique of Data Processing and Analysis**

### 1. Data Processing

Data processing is divided into four phases as follows:

#### a) Editing

This technique is used in the purpose of reexamining all the collected data to make certain categories.

#### b) Coding

The writer makes certain codes on all collected data to classify them into each certain category.

#### c) Tabulating

This technique is used to arrange and to put certain data into tables.

#### d) Interpreting

The data are described by the writer's interpretation without means the data.

### 2. Data Analysis

All the collected and processed data are then analyzed descriptively and qualitatively. The conclusion is taken by inductively.

## **F. Design of Measurement**

This design is used to measure application the English teacher in used the techniques in teaching reading comprehension at the second year students at MAN 1 Banjarmasin academic year 2008/2009.

To measure the application of the techniques used by English teachers in teaching reading comprehension, the writer use statistic measurement. The design of measurement as follows:<sup>52</sup>

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

Note:

P = Percentage

N = Number of cases (amount of techniques/procedures)

f = techniques/procedures that used by the teacher

After use the formula above, the writer gives categorization to measure the application of the techniques, the categories are:

- 80 % - 100 % = very good
- 60 % - <80 % = good
- 40 % - <60 % = sufficient
- 20 % - <40 % = bad
- 0 % - <20 % = very bad

---

<sup>52</sup>Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2005), p. 43

## **F. Research Procedure**

In the research procedure there are some steps that are passed through in completing this research, they are:

1. Preliminary steps
  - a) It is to hold a prior observation to the number of field that related to the research.
  - b) It is to consult the result of the investigation with the counselor.
  - c) It is to make a research proposal design to be approved by the Bureau of Thesis Writing of Islamic Education Faculty.
2. Preparatory steps
  - a. It is to hold a seminar on the research proposal design.
  - b. It is to ask the Dean of Islamic education Faculty for a written mandate to conduct the research to the literature is found in library.
  - c. It is to make the instruments to collect the data.
3. Research steps
  - a. It is to collect all the needed data for several sources.
  - b. It is to contact all respondents and informants.
  - c. It is to collect the number of literature from several sources.
  - d. It is to collect all of those data, process them in a procedural way, and organize them and then analyze them properly.

#### 4. Organization steps

Having all the obtained data completed, the writer soon organizes them in the form of the research thesis based on continual guide and consult with the counselor. Finally, this research is approval and ready to examine in the open forum.

## **CHAPTER IV**

### **REPORT OF RESEACRH RESULT**

#### **A. Description of Research Location**

##### **1. Brief History of MAN 1 Banjarmasin**

In this study, the writer has taken research location in MAN 1 Banjarmasin, which is located at Jl. Kampung Melayu Darat Rt. 11 no. 31 Banjarmasin 70231.

This school was firstly built by Al-Hidayah foundation in 1953. It was used for SP-IAIN (Sekolah Persiapan Institut Agama Islam Negeri or the Preparation School for State Institute for Islamic Studies).

Based on official report dated on January 19, 1978, SP-IAIN changed into MAN. It was changed by the decision letter of the minister of Religious Affairs of Indonesian Republic no. 19/1978 dated on March 16, 1978 and the instruction of General Director of Religious Affairs Department of Indonesian Republic dated on March 24, 1978. The instruction was signed by H. Mastur Jahri, MA (the Rector of IAIN Antasari Banjarmasin), Drs. H. Mochtar Sofyan (the Official of General Director of Religious Affairs Department) and A. Khalik Dahlan (the head of south Kalimantan Religious Affairs Department) as the witnesss.

MAN 1 Banjarmasin had been led by 5 headmasters, and nowadays, the headmaster of MAN 1 Banjarmasin is Drs. H. Bakhruddin Noor. The headmasters who have led this school can be seen in the following table:

Table 4.1. The Headmasters who led MAN 1 Banjarmasin

No.	Name	The Year
1.	H. Taufiqurrahman, BA	1978-1988
2.	Drs. Baderi	1988-1992
3.	Drs. H. Mulkani	1992-1999
4.	Drs. H. Abdul Fattah	1999-2003
5.	Drs. H. Saberi Ismail	2003-2004
6.	Drs. H. Bakhruddin Noor	2004- now

Source of data: Document of administration of MAN 1 Banjarmasin

There are two programs, which are develop at MAN 1 Banjarmasin, they are:

- a. Natural science program (IPA), which consist of 5 classes.
- b. Social science program (IPS), which consist of 4 classes.

Teaching – learning activity at MAN 1 Banjarmasin goes on as follow:

- a. Monday-Thursday from 07.30 a.m. – 14.20 p.m.
- b. Friday from 07.30 a.m. – 11.05 a.m.
- c. Saturday 07.30 a.m. – 14.20 p.m.

## **2. The Physical Condition of MAN 1 Banjarmasin**

Generally, the physical condition of MAN 1 Banjarmasin building is good and the construction is permanent. The position of the school building is described as follows:

- a. The south of the building borders on inhabitants' house.
- b. The north of the building borders on Jl. Kampung Melayu Darat.

- c. The east of the building borders on Gang IAIN.
- d. The west of the building borders on SD Seberang Mesjid 1& 8.

### 3. Condition of Teachers, Administration Staff and the Students at MAN 1 Banjarmasin.

#### a. The teachers

At MAN 1 Banjarmasin has teachers from different educational backgrounds. All of them are university graduated; the description of teachers of SMUN 11 Banjarmasin can be seen in the following table.

Table.4.2. The Condition of Teachers at MAN 1 Banjarmasin 2008/2009

No.	Name	Latest Education	Subject
1.	Drs. H. Bahkrudin Noor	S1 FKIP UNLAM	Sociology
2.	Dra. Hj. Jamiah	S1 TARBIYAH IAIN	Civic Education, <i>Aqidah</i>
3.	Dra. Nurmiati	S1 FKIP UNLAM	Geography
4.	Hirsa Purwanto, S,Ag.	S1 TARBIYAH STAI	Art Education, <i>Aqidah</i>
5.	Dra. Gt. Hamidah	S1 TARBIYAH IAIN	<i>Qur'an hadits</i> , Sociology
6.	Dra Hj. Maslahah	S1 TARBIYAH IAIN	Arabic
7.	Dra. Hj. Noor Ikhsan	S1 FKIP UNLAM	<i>SNI/SKI</i>
8.	Dra. Hj. Najmi Hadriyani	S1 TARBIYAH IAIN	<i>Qur'an Hadist</i>
9.	Dra. Erny Rahma Diyani	S1 FKIP UNLAM	Biology, Skill
10.	Drs. Syahran, S.Pd.	S1 TARBIYAH IAIN	Economy, <i>Qiraatil Qur'an</i>
11.	Dra. Hj. Wasilah	S1 FKIP UNLAM	Civic Education, Sociology
12.	Drs. Said Ahmad, S.Pd.I	S1 TARBIYAH IAIN	English, Computer
13.	Dra. Hj. Rita Zahara	S1 UNLAM	Chemistry, Skill
14.	Dra.. Mis Ambrah	S1 FKIP UNLAM	Biology, Sport

The Continue of Table 4.2

No.	Name	Latest Education	Subject
15.	Dra. Endah Sumarini	S1 FKIP UNLAM	Mathematics
16.	Hj. Noor Amaliah, S.Pd.	S1 FKIP UNLAM	Mathematics
17.	Ilda Ruhama, S. Pd.	S1 FKIP UNLAM	Biology, <i>Muatan Lokal</i>
18.	Hasanuddin, S.Pd.	S1 FKIP UNM UP	Physics
19.	Dra. Hj. Ainun Jariah	S1 TARBIYAH IAIN	<i>Aqidah, Fiqh</i>
20.	Dra. St. Masliani	S1 FKIP UNLAM	Mathematics, skill
21.	Rini Amini Sholeha	S2 FKIP UNM UP	Chemistry
22.	Drs. Anwar	S1 FKIP UNLAM	Chemistry
23.	Ida Rosalina, S.Pd	S1 FKIP UNISKA	Indonesian, <i>Muatan Lokal</i>
24.	Dra. Rasuna	S1 UNISKA	Guidance and counseling
25.	Karlianor arief, S.Ag.	S1 TARBIYAH IAIN	Technology of Information and Communication, <i>Fiqh</i>
26.	Gt. Nuardi, Spd.	S1 FKIP UNLAM	Physics, Sport
27.	Dalillah, S.Pd.	S1 FKIP UNLAM	Indonesian, sociology
28.	Abdur Rahmi, S.Pd.	S1 FKIP UNLAM	Indonesian, Technology of Information and Communication
29.	Mariani, S.Ag.	S1 TARBIYAH	English
30.	Fahkrunnisa, S.Pd.	S1 FKIP UNLAM	English
31.	Maisyarah, S.Pd.	S1 FKIP UNLAM	Mathematics
32.	H. Nurdin, Lc	S1	Arabic, Art
33.	Raudatul A., SE	S1 FAK. EKONOMI	Economy
34.	Mu'minah Kamaliah, S.Pd.I	S1 TARBIYAH IAIN	English
35.	Maulana		Technology of Information and Communication
36.	Halifah Noor, S.Pd.I	S1 TARBIYAH IAIN	Technology of Information and Communication

Source of data: Interview Document of administration of MAN 1 Banjarmasin

b. Administration Staff

MAN 1 Banjarmasin has eight administration staffs which consist of a head of administration staff which consist of employees with the different duty. To know about the administration and employee condition at MAN 1 Banjarmasin 2008/2009, it can be seen in the following table:

Table 4.3. The administration staff at MAN 1 Banjarmasin in 2008/2009

No.	Name	Position
1.	Kasmawati, SE	Administration Manager
2.	Mahmudah, S.Sos	Staff
3.	Khaidir Ds.,S.Sos.	Staff
4.	Hj. Fatimah	Staff
5.	Rusdiati	Staff
6.	Siti Noor Asiah	Staff
7.	Mukhlis	Staff
8.	Halidi	Staff

Source of data: Interview and Document of administration of MAN 1 Banjarmasin

Beside that, this school has same employees as seen in the following table:

Table 4.4 The employees at MAN 1 Banjarmasin 2008/2009

No.	Name	Position
1.	Yusfihardi	Security
2.	Ardiansyah	Gardener
3.	Andri	Cleaning service

Source of data: Interview and Document of administration of MAN 1 Banjarmasin

c. The students

The total numbers of students who are administratively registered at MAN 1 Banjarmasin for academic 2008/2009 are 495 students. They consist of 160 students of the first class, 190 students of the second class and 144 students of the third class. To be clear, it can be seen in the following table:

Table 4.5 The Condition of The students at MAN 1 Banjarmasin 2008/2009

No.	Class	Sex		Total number
		Male	Female	
1.	X A	14	17	31
2.	X B	13	20	33
3.	X C	17	15	32
4.	X D	15	17	32
5.	X E	14	19	33
6.	XI IPA 1	10	19	39
7.	XI IPA 2	12	27	39
8.	XI IPA 3	12	27	39
9.	XI IPS 1	19	19	38
10.	XI IPS 2	30	8	38
11.	XII IPA 1	9	28	37
12.	XII IPA 2	12	24	36
13.	XII IPS 1	12	25	37
14.	XII IPS 2	19	15	34
Amount		208	287	496

Source of data: Document of administration of MAN 1 Banjarmasin

#### 4. The Condition of School Facilities at MAN 1 Banjarmasin

MAN 1 Banjarmasin has a lot of Facilities. They are 20 facilities some of them are new. The following table will describe about the facilities of MAN 1 Banjarmasin.

Table 4.6 Available Facilities at MAN 1 Banjarmasin 2008/2009.

<b>No.</b>	<b>Facilities</b>	<b>Amount</b>	<b>Condition</b>
1.	Class room	14	Good
2.	Headmaster's room	1	Good
3.	Teachers room	1	Good
4.	Administration room	1	Good
5.	Library	1	Good
6.	Skill room	1	Good
7.	Guidance and Counseling room	1	Good
8.	Red Cross room	1	Good
9.	Mushola	1	Good
10.	Natural Science Laboratory	1	Good
11.	Language Laboratory	1	Good
12.	Computer Room	1	Good
13.	Multi function room	1	Good
14.	OSIS Room	1	Good
15.	Cooperation	1	Good
16.	Toilet	5	Good
17.	Kitchen room	1	Good
18.	Yard (Basketball/Volley ball court	1	Good
19.	Parking area	1	Good
20.	Canteen	1	Good

Source of data: Document of administration of MAN 1 Banjarmasin

## B. Data Presentation

On the data presentation, the writer described about the techniques in teaching reading comprehension and the application of the techniques of those teaching at the second year students MAN 1 Banjarmasin. To present the data, the writer uses tables that are completed by explanation.

1. The Techniques Are Used by English Teachers in Teaching Reading Comprehension for the second year students in MAN 1 Banjarmasin Academic year 2008/2009

Based on the observation, the writer gets some techniques used by the English teacher in teaching reading comprehension in MAN 1 Banjarmasin. To get clearer, it can be seen as following table:

Table 4.7 The Techniques that the Teacher Used in Teaching Reading Comprehension at MAN 1 Banjarmasin 2008/2009

No.	Techniques	Yes	No
1.	Previewing	✓	
2.	Scanning	✓	
3.	Skimming	✓	
4.	Using vocabulary knowledge	✓	
5.	Making inferences		✓
6.	Finding Topics	✓	
7.	Discovering topics of paragraph	✓	
8.	Understands main ideas	✓	
9.	Identifying patterns of organization		✓
10.	Summarize		✓

Table 4.7 describes about the techniques that the English teacher used in teaching reading comprehension. On the table above, it is known the techniques that the English teacher used are seven techniques including good category. There

are previewing, scanning, skimming, using vocabulary knowledge, discovering topics of paragraph, finding topics and understands main ideas.

2. Application of the Techniques in Teaching Reading Comprehension for the Second Year Student at MAN 1 Banjarmasin 2008/2009

To describe the application of techniques in teaching reading comprehension at for the second year students at MAN 1 Banjarmasin, the writer presents based on the statement of problem as follows:

a. Previewing

Table 4. 8 The Procedures That the Teacher Used in Previewing

Techniques	Procedures	Yes	No	P (%)	Category
Previewing	1. Give the students the same text 2. Ask them to preview the text for only a few minutes. 3. Ask them to decide what kind of the text 4. Look at the length and organization the passage 5. Notice if there are maps, pictures, charts, names, dates, or numbers in the passage. 6. Look at the first line or sentences of each paragraph and the last sentences of the final paragraph. These sections often contain important information	✓ ✓ ✓ ✓ ✓ ✓		100%	Very Good

Formula of statistic measurement:

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

$$= \frac{6}{6} \times 100\%$$

$$= 100\%$$

Based on the table above, it is known there are some procedures that the teacher used in previewing. Based on the observation, from 6 procedures the English teacher used all of the procedures (100%). Because the English teacher used all procedures, it can be said very good category.

#### b. Scanning

Table 4. 9 The Procedure that the Teacher Used in Scanning

Technique	Procedure	Yes	No	P (%)	Category
Scanning	1. Teacher give students the same text to read 2. Give the time to the students to read the text. 3. Do not translate unknown word, ask them to guess. 4. Ask the students to answer some question about the text. 5. Discuss the students' answers.	✓ ✓  ✓ ✓	 ✓	80%	Very good

Formula of statistic measurement:

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

$$= \frac{4}{5} \times 100\%$$

= 80%

Based on the table above, it is known there are some procedures that the teacher used in scanning. Based on the observation, from 5 procedures the English teacher used 4 procedures (80%), including very good category.

### c. Skimming

Table 4.10 The Procedures that the Teacher Used in Skimming

Technique	Procedure	Yes	No	P (%)	Category
Skimming	1. Give students the same text 2. Give the time to the students read the text 3. Do not translate the text or unknown words; just give the similar meaning in English. 4. Ask students to answer the question about the text 5. Discuss the students' answer	✓ ✓ ✓ ✓ ✓		100%	Very good

Formula of statistic measurement:

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

$$= \frac{5}{5} \times 100\%$$

$$= 100\%$$

Based on from the table above, it is known there are some procedures that the teacher used in skimming. Based on the observation, the English teacher used 5 procedures (100%), including very good category.

d. Using vocabulary knowledge

Table 4.11 The Procedure that the Teacher Used in Using Vocabulary Knowledge

Technique	Procedure	Yes	No	P (%)	Category
Using Vocabulary Knowledge	1. When the students reading a text, ask students to guess unknown words	✓		50%	Sufficient
	2. Teacher can help students to describe the unknown words with similar meaning in English	✓			
	3. Ask them to do not use dictionary		✓		
	4. Ask them to do not translate the unknown words into native language		✓		

Formula of statistic measurement:

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

$$= \frac{2}{4} \times 100\%$$

$$= 50 \%$$

Based on the table above, it is known there are some procedures that the teacher used in skimming. Based on the observation, from 4 procedures the English teacher used 2 procedures (50%). So it can be said sufficient category.

e. Finding Topics

Table 4.12 The Procedure that the Teacher Used in Making Inferences

Technique	Procedures	Yes	No	P (%)	Category
Finding Topics	1. Give the students text 2. Ask them to read the text 3. Ask them connect it to something they already know 4. Then ask them to identifying the topics	✓  ✓ ✓	✓	75%	Good

Formula of statistic measurement:

$$\begin{aligned}
 P &= \frac{f}{N} \times 100\% \\
 &= \frac{3}{4} \times 100\% \\
 &= 75\%
 \end{aligned}$$

Table above shown procedures that the English teacher used in finding topics are 3 procedures (75%). Because the procedures that the teacher used in this technique are 75%, it means the application of this technique can be said good category.

f. Discovering Topics of Paragraph

Table 4.13 The Procedure that the Teacher Used in Discovering Topics of Paragraph

Technique	Procedures	Yes	No	P (%)	Category
Discovering topics of paragraph	1. Give the students the same text 2. Ask students to read the text. Teacher can ask them read one by one 3. Ask students to decide the topics of every paragraph, it can found in the first, middle or the last paragraph.	✓ ✓ ✓		100%	Very good

Formula of statistic measurement:

$$\begin{aligned}
 P &= \frac{f}{N} \times 100\% \\
 &= \frac{3}{3} \times 100\% \\
 &= 100\%
 \end{aligned}$$

From the table above, it is known the procedures that the teacher used in this technique are 3 procedures (100%). Because procedures that the teacher used are complete, it means that the application of this technique can be said very good category.

g. Understand main ideas

Table 4.14 The Procedure that the teacher used in Understand Main Ideas

Techniques	Procedure	Yes	No	P (%)	Category
Understands main ideas	1. Teacher give students the same text 2. Ask the students to read a paragraph 3. Ask students to look for the main idea in the first, middle and last sentences, or in the paragraph directly (implied) 4. Discuss the students' answer	✓  ✓  ✓  ✓		100%	Very good

Formula of statistic measurement:

$$\begin{aligned}
 P &= \frac{4}{4} \times 100\% \\
 &= \frac{4}{4} \times 100\% \\
 &= 100\%
 \end{aligned}$$

From the tale above, it is known the procedures that the teacher used in this technique are 4 procedures (100%). Because procedures that the teacher used are complete, it means that the techniques can be said very good category.

### **C. Data Analysis**

After all of the data has been completed and presented in data presentation, then the writer wants to analyze them. Data analysis is needed to know the techniques of teaching reading comprehension and the application of the techniques reading comprehension for the second year students at MAN 1 Banjarmasin academic year 2008/2009. To know more clearly about the data analysis the writer does it as follows.

1. The Techniques Are Used by English Teachers in Developing Students' Reading Comprehension for the second year students in MAN 1 Banjarmasin.

Based on the table 4.7 the writer done toward the English teacher, it can be known that the techniques use by the English teacher in teaching reading comprehension are seven kinds. They are previewing, scanning, skimming, using vocabulary knowledge, finding topics, discovering topics of paragraph and understand main ideas.

Because the English teacher teaches reading comprehension with seven techniques, it can be said the techniques that the teacher uses in teaching reading comprehension for the second year students at MAN 1 Banjarmasin is good variation but it will be better if the teacher uses more techniques in teaching reading comprehension and can make them easy to learn it. So, it can make process of teaching and learning reading comprehension more effective.

## 2. Application of the techniques in teaching reading comprehension for the second year students at MAN 1 Banjarmasin

In applying the techniques, the English teacher pays attention to the ways to deliver the material well. In this case, the teacher used various techniques and various procedures of every technique so that the students are easy to understand the material and understand to the lesson.

### a. Preview

Based on the table 4.8 it is known that the procedures the English teacher used in previewing technique are complete (100%), because the English teacher used all of the procedures in teaching reading comprehension in class. So, it can be said that the application of this technique is very good.

### b. Scanning

Based on the table 4.9 it is can be known the application the English teacher in teaching reading comprehension. From five procedures the English teacher used four procedures (80%).in this techniques, the English teacher does not used one procedure, the procedure ask students to do not translate the unknown words (guess), because it is difficult to ask students guess the unknown words. They more like to use dictionary to help them find the difficult words. But it can be said that the application the English teacher in this techniques is very good.

### c. Skimming

Based on the table 4.10, it is can be known that the English teacher used five procedures (100%) in skimming technique. Because the English teacher used

all procedures, it can be said that the application the English teacher in this technique is very good.

d. Using vocabulary knowledge

Based on the table 4.11, it is can be known that from four procedures the English teacher used two procedures (50%) in this technique. The English teacher does not use two procedures, the procedures that the English teacher asked to the students are not use the dictionary and not translate the unknown word into native language, but it is difficult for the students to guess unknown words and they always use dictionary to find the unknown words. But, the teacher can help students to describe the unknown words with similar meaning or synonym. Because the English teacher uses two procedures (50%), it can be said the application the English teacher in this techniques is enough.

e. Finding Topics

Based on the table 4.12, it is can be known that the English teacher used three procedures (75%) in this technique; the English teacher does not use one procedure (25%). It can be said that the application the English teacher in this techniques is good category.

f. Discovering Topics of Paragraph

Based on the table 4.13, it is can be known that the English teacher used three procedures (100%). Because the English teacher used all procedures, the application the English teacher in this technique includes very good category.

g. Understanding Main Ideas

Based on the table 4.14, it is can be known that the English teacher used three procedures (100%) in this technique. Because the English teacher use all procedures, it can be said that the application the English teacher in this technique is very good category.

## **CHAPTER V**

### **CLOSURE**

#### **A. Conclusions**

The purposes of this research are to know the English teachers' techniques in teaching reading comprehension for the second year students at MAN 1 Banjarmasin Academic year 2008/2009 and the application of the techniques in teaching reading comprehension.

Based on the data presentation and the data analysis about the teaching of reading comprehension in the classroom, the writer would like to conclude as follows:

1. There are a lot of techniques in teaching English, especially the techniques in teaching reading comprehension for the second year students at MAN 1 Banjarmasin, the teacher emphasize seven techniques, they are previewing, scanning, skimming, using vocabulary knowledge, finding topics, discovering topics of paragraph and understand main ideas.
2. The application of the techniques in teaching reading comprehension the second year students at MAN 1 Banjarmasin :

- a. Previewing

Application the English teacher in used previewing is very good, because the English teacher used all procedures previewing in teaching reading comprehension.

b. Scanning

From five procedures in this technique, the English teacher used four procedures. So, the application the English teacher in this technique is good category.

c. Skimming

The English teacher used all procedures in this technique. So, the application of skimming is very good category.

d. Using vocabulary knowledge

In using vocabulary knowledge in teaching reading comprehension, from four procedures the English teacher used two procedures, including middle category.

e. Finding Topics

From four procedures in this technique, the English teacher used three procedures. So, the application the English teacher in this technique is good category.

f. Discovering Topics of Paragraph

The English teacher used all procedures in this technique, so the application of this technique is very good.

g. Understanding Main Ideas

The English teacher used all procedures in this technique, so the application of this technique is very good.

## **B. Suggestions**

Having done the research, the writer gives some suggestions are follows:

1. The headmaster of MAN 1 Banjarmasin should complete some facilities such as English books or magazines and the English supporting books that are related to the English teaching materials taught in the school.
2. The English teachers should use and apply more various techniques in order to the teaching reading comprehension become better and they comprehend will increase.

## BIBLIOGRAPHY

- Alexander, L.G., *Practice and Progress and Integrated Course for Intermediate Students*. Yogyakarta, Kanisius, 1975).
- Ali, Muhammad, *Guru dalam Proses Belajar Mengajar*. Bandung, Sinar Baru, 1984.
- Boediono, dkk, *Standar Nasional Kemampuan Dasar SD/MI, SLTP/MTs, SMU/MA*.
- Djamarah, Syaiful Bahri, *Psikologi Belajar*. Jakarta, Rineka Cipta, 2002.
- Edward, M. Anthony, *Approach Method and Technique*. Pittsburgh, Permission from English Company, 1963.
- Hornby, A.S., *Oxford Advanced Dictionary of English*. Oxford, Oxford University Press, 1987.
- Lenz, Keith, *Learning Reading Comprehension Skill*. [http //www.google.com](http://www.google.com), 16/08/2008.
- Mikulecky, Beatrice S., and Linda Jeffries, *More reading Power*. Second Edition, (Copyright,2004).
- Morrisis, William, et all, *The Harritage Ilustated Dictionary of English Language*. Boston: Houghton Miflin Company, 1979.
- Phinocchio, Marry, *English as A Second Language from Theory to Practice*. New York, Regents Publishing Company, Inc, 1974.
- Porter, Bobbie De and Mike Hernacki, *Quantum Learning, Membiasakan Belajar Nyaman dan menyenangkan*. (diterjemahkan oleh Alawiyah Abdurrahman). Bandung, Kaifa, 2001.
- Richards, Jack C. and Willy A. Renadya, *Methodology in Language Teaching, An Anthology of current Practice*. Cambridge University Press, 2002.
- Shadry, Abdul Ra'uf, *Nilai Pengajaran Bahasa Arab dan Sejarah Perkembangannya* Jakarta, Bina Cipta, 1980.
- Sudijono, Anas, *Pengantar Statistik Pendidikan*. Jakarta, PT. Raja Grafindo Persada, 2005.

Salim, Peter, *The Contemporary English-Indonesia Dictionary*. Jakarta, Modern English Press, sixth Edition, 1991.

Subyakto, Sri Utami dan Nababan, *Psikolinguistik, Suatu Pengantar*. Jakarta, PT. Gramedia Pustaka Utama, 1992.

Strommen, Ellen A., *Development Psychology the School Aged Child*. Illinois, The Dorsey Press, 1983.

Taylor, C. Ralph, *Webster's World University Dictionary*. Washington D.C., Book Inc, 1997.

Tarigan, Henry Guntur, *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung, Angkasa, 1984.

UU RI No. 20 Tahun 2003, *Sistem Pendidikan Nasional*. Bandung, Faktor Media, 2003.

Vebrianto, ST. *Kamus Pendidikan*. Jakarta: Gramedia Widia Sarana, 1994.

William, Eddie, *Reading in the Language Classroom*. London, Macmillan Publisher Ltd, 1984.

Webster, Merriam, *Webster's Ninth Collegiate Dictionary*. Ontario, Merriam Webster Inc, 1989.

Zints, Miles V., *The Reading Process (The Teacher and Learner)*. Iowa, W.C Brown Company Publisher, Second edition, 1997.

[http://www.learnline.ntu.edu.au/studyskills/re/re re fa.html](http://www.learnline.ntu.edu.au/studyskills/re/re%20re%20fa.html), 21/03/2009.

<http://en.wikipedia.org/wiki/skimming>, 21/03/2009.

[http://www.ehow.com/how\\_4540359\\_find-main-idea-paragraph.html](http://www.ehow.com/how_4540359_find-main-idea-paragraph.html), 20/05/2009.

[http://www.daltonstate.edu/faculty/mnielsen/implied main idea1.html](http://www.daltonstate.edu/faculty/mnielsen/implied_main_idea1.html), 21/03/2009

[http://vclass.mtsac.edu:920/readroom/main\\_idea.htm](http://vclass.mtsac.edu:920/readroom/main_idea.htm), 21/03/2009

# APPENDIXES

## **INSTRUMENT PENGUMPULAN DATA**

### **PEDOMAN OBSERVASI**

1. Kegiatan pengajaran reading comprehension yang dilakukan oleh guru bahasa Inggris di kelas, yang meliputi:
  - a. Pendekatan yang digunakan oleh guru-guru bahasa Inggris;
  - b. Metode yang digunakan oleh guru-guru bahasa Inggris;
  - c. Strategi dan teknik yang digunakan oleh guru-guru bahasa Inggris.
2. Fasilitas yang dimiliki MAN 1 Banjarmasin, yang meliputi:
  - a. Keadaan gedung sekolah (jumlah kelas, ruang guru dan kepala sekolah, perpustakaan, ruang OSIS dan UKS, dan lain-lain);
  - b. Fasilitas yang menunjang pembelajaran bahasa (khususnya bahasa Inggris), seperti; laboratorium bahasa, fasilitas CD/VCD berbahasa Inggris, buku-buku dan kamus bahasa Inggris;

### **PEDOMAN WAWANCARA**

#### **Untuk kepala sekolah dan TU**

1. Bagaimana sejarah berdirinya sekolah ini, meliputi:
  - a. Kapan berdirinya MAN 1 Banjarmasin ini?
  - b. Siapa-siapa yang pernah menjadi Kepala MAN 1 Banjarmasin ini?
  - c. Bagaimana perkembangan MAN 1 Banjarmasin ini?
2. Bagaimana letak geografis MAN 1 Banjarmasin ini??
3. Bagaimana keadaan jumlah guru, TU dan siswa-siswi MAN 1 Banjarmasin tahun ajaran 2008/2009.
4. Apa saja fasilitas yang di miliki MAN 1 Banjarmasin ini?
5. Berapa jumlah guru bahasa Inggris serta latar belakang pendidikan guru bahasa Inggris di MAN 1 Banjarmasin ini?

### **Untuk Guru Bahasa Inggris**

1. Apa latar belakang pendidikan Anda?
2. Berapa lama Anda mengajar Bahasa Inggris?
3. Pernahkah Anda mengikuti penataran guru bahasa Inggris?
4. Apakah pendekatan, metode, serta teknik yang Anda gunakan dalam mengajar bahasa Inggris, khususnya reading comprehension?
5. Pendekatan,metode, serta teknik apa saja yang sering anda gunakan dalam mengajar reading comprehension?
6. Apakah Anda selalu menggunakan tehnik yang bervariasi dalam mengajar?
7. Menurut Anda metode serta teknik apakah yang paling tepat digunakan dalam mengajarkan reading comprehension?
8. Bagaimana bapak/ibu menyajikan bahan reading?
9. Buku panduan apa yang bapak/ibu gunakan dalam mengajar reading comprehension?
10. Apakah dalam setiap pelajaran bahasa Inggris, khususnya reading comprehension bapak/ibu menyuruh siswa membaca?
11. Bagaimana cara bapak/ibu menyampaikan pelajarn Bahasa Inggris, khususnya dalam mengajar reading comprehension pada siswa?
12. Apa saja usaha yang dilakukan bapak/ibu untuk mengatasi permasalahan dalam pengajaran dan pembelajaran reading comprehension?

### **PEDOMAN DOKUMENTER**

1. Sejarah berdirinya MAN 1 Banjarmasin;
2. Keadaan jumlah Guru, TU dan Siswa MAN 1 Banjarmasin pada tahun ajaran 2008/2009;
3. Keadaan fasilitas MAN 1 Banjarmasin.

## TRANSLATERY LIST

NO	CHAPTER	PAGE	TRANSLATION
1.	I	2	<ol style="list-style-type: none"><li>1. Proclaim! (or read) in the name of thy Lord and Cherisher, who created.</li><li>2. Created man, out of a leech-like clot.</li><li>3. Proclaim! And thy Lord is most bountiful.</li><li>4. He who taught (the use of) the pen.</li><li>5. Taught men that which he knew not.</li></ol>
2.	II	12	<p>O mankind! We created you from a single (pair) of a male and female, and made you into nations and tribes, that ye may know each other (not that ye may despise (each other). Verily the most honoured of you in the sight of Allah is (He who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things).</p>

## **CURRICULUM VITAE**

1. Full Name : Fahrina Jumaila
2. Place/date of birth : Ilung/ March 14<sup>th</sup> 1986
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Marital Status : Unmarried
7. Address : Jln. Cengkeh Rt. 35 No. 44 Gatsu Banjarmasin
8. Education : SDN Ilung 2 graduated in 1998  
MTsN Batang Alai Utara graduated in 2001  
MAN 1 Banjarmasin in 2004  
Antasari State Institute For Islamic Studies Education  
Faculty English Department 2009
9. Parents :
  - a. Father  
Name : H. Nurani  
Occupation : Teacher  
Address : Jln. Grilya Rt. 01 No. 20 Kec. Bt. Alai Utara Kab. HST.
  - b. Mother  
Name : Hj. Saudah  
Occupation : Teacher  
Address : Jln. Grilya Rt. 01 No. 20 Kec. Bt. Alai Utara Kab. HST.

Banjarmasin, \_\_\_\_\_ 1430 H  
2009 M