



**THE EFFECTS OF READING TECHNIQUES and
COGNITIVE STYLE TOWARDS STUDENT'S READING
COMPREHENSION at the THIRD SEMESTER
STUDENTS of UNIVESITAS ISLAM AS-SYAFT'YAH
JAKARTA**

THESIS

**Submitted in Partial Fulfillment of the Requirement
to Achieve Master Degree on English Education**

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ACCEPTANCE

This thesis has been examined on April 10th 2012

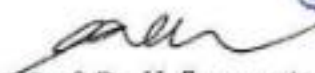
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STATEMENT

I declare that this thesis was made by the writer, herself. If, in the next day, half or the whole part of the thesis is not the writer's work. I, myself, agree to take the sanction based on the Law No. 20 in the year of 2003 article IV paragraph 25 about National Education System.

Jakarta, April 2012.



Ria Yuliasari

F. Bibliography :

1. 24 books
2. 15 internet sources

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ABSTRACT

A. Ria Yuliasari, NPM: 2009747940

B. The Effect of Reading Techniques and Cognitive Style Toward Student's Reading Comprehensiin at the Third Semester in English Department of Universitas Islam As-syafi'iyah Jakarta

C. xi + 5 chapters + 56 pages

D. Keywords: Skimming, SQ3R, English Reading Comprehension

E. The purpose of the research is to know the effect of reading techniques: skimming, SQ3R and cognitive style toward student's reading comprehension at the third semester in English department of Universitas Islam As-syafi'iyah Jakarta. To collect the data, the writer persuades two techniques in teaching Eglish reading comprehension and cognitive style to know the characteristics of the students in learning. To improve the quality of teaching and learning process the writer uses an appropriate material with the curriculum and the syllabus.

The method used in this research is descriptive method. Descriptive method means the method which tries to give the data and the explanation about the recent symptoms. The descriptive method consists of the ways in giving the note, the analysis and the interpretation about the recent condition. The characteristics of the descriptive method are to give the existence of the data, straight to the problems and the recent variables aren't manipulated by the writer. The data got by the writer by giving a reading comprehension exercise and also a questinnaire.

After analyzing the data, some conclusions about the effect of skimming, SQ3R technique and cognitive style have been gotten by the writer. According to T table, the Sig.score of skimming technique is 0,381 which is higher than 0,05 ($0,381 > 0,05$) means that the hypothesis works and H_0 is accepted. And the Sig.score of SQ3R is 0,267 which is higher than 0,05 ($0,267 > 0,05$) means that the hypothesis works and H_0 is accepted. The Sig. score of cognitive style is 0,008 is lower than 0,05 ($0,008 < 0,05$) means that H_0 is rejected. The writer found that there are no significant effect of skimming and SQ3R toward student's reading comprehension. On the other hand, there is a sginificant effect of cognitive style towards student's reading comprehension.



**THINK
POSITIVE
MENTAL
ATTITUDE**

The writer is absolutely conscious that she couldn't carry out the duty without being helped by others both materials and spirituals. In this part, the writer would like to express her deepest gratitude to:

1. The writer would like to thanks to Allah STW for His Mercy and Blessing so that she could accomplish her thesis. Peace and salutation to be upon the Prophet Muhammad SAW and his family, companions and his faithful forever.
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12. Last but not least, Mr. Collins Mammah, who had given his time by sharing and being "her closest friend" and supports her with love.

The writer is aware of the incompleteness of the thesis, in spite of her capabilities. The writer would like to appreciate whoever is interested in making constructive criticisms of this thesis.

Jakarta April 2012

The Writer

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In the name of Allah SWT, the Beneficent, The merciful. All praise is to Allah SWT, the Universal Lord who always gives the writer Mercy and Blessing so that she could accomplish her thesis. Peace and salutation to be upon the Prophet Muhammad SAW and his family, companions and his faithful forever.

This thesis which has the title *The Effects of Reading Techniques Towards Student's Reading Comprehension at the Third Semester Students in English Department of Universitas Islam As-syafi'iyah Jakarta* is presented as partial fulfillment of the requirements for degree of *Master of English Education* in the department of English Education.

In this occasion, the writer would like to give her great appreciation, honor and gratitude to Prof. Dr. H. Achmad, H.P as her 1st counselor, for his guidance, kindness, patience, and contributions in correcting and helping her in finishing her thesis.

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CHAPTER I

INTRODUCTION

A. Background

Education as one of the important things to increase human resources, especially in this country, Indonesia. Experience established that the rising of human's intellectual has a positive impact on the progress country especially in this globalization era. Many people are demanded to be able to communicate with different people from different countries. Language is the key to make this communication better.

According to <http://www.en.wikipedia.org/wiki/Language/1/htm> [September25, 2007], a language is:

"A system of arbitrary symbols and the rules which are used to manipulate them. Language can also refers to the use of such systems as a general phenomenon. Though commonly used as a means of communication among people, human language is only one instance of this phenomenon".

From definitions above, we can say that language is the way to communicate to other people with symbols, sounds, gesture, and letters. With these elements other people are able to understand our words and their meanings.

According to Harmer (1991:1),

"There are some reasons for learning a language and the useful of learning language. The greatest of language students in the world do it because it is on the school curriculum whether they like it or not. For many of these students, in particular, is something that both they and their parents want to have taught".

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1. A-1 Validity and Reliability Test (SPSS)
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language around the world. Some linguists believe that it is no longer the exclusive cultural sign of "native English speakers", but is rather a language that is absorbing aspects of cultures worldwide as it continues to grow. It is, by international treaty, the official language for aerial and maritime communications, as well as one of the official languages of the European Union, the United Nations, and most international athletic organizations, including the **International Olympic Committee**.

According to Baugh; Cable (2002: 2-27), English is the language most often studied as a foreign language in the European Union (by 89% of schoolchildren), followed by French (32%), German (18%), and Spanish (8%). In the EU, a large fraction of the population reports being able to converse well in English. Among non-English speaking countries, a majority reported such English skills in the Netherlands (87%), Sweden (85%), Denmark (83%), Luxembourg (66%), Finland (60%), Slovenia (56%), Austria (53%), Belgium (52%), and Germany (51%).

As crystal (2002: 109) states, Norway and Iceland also have a large majority of competent English-speakers. In such a world, the role of English in such countries as Sweden and Denmark is much more pervasive than it is in, Nepal and Namibia. Certainly, the next generation will see World English totals dramatically influenced by factors which will apply just as much to China, Japan, Russia, Indonesia, and Brazil, these countries are huge potential "foreign language" populations as to India, Nigeria, and the other countries.

As <http://esl.about.com/1/2007/google.com> reported, books, magazines, and newspapers written in English are available in many countries around the world. English is also the most commonly used language in the sciences. In 1997, the Science Citation Index reported that 95% of its articles were written in English, even though only half of them came from authors in English-speaking countries.

From the information above, we can see that English is the most language that use in most every countries in the world. English is important in communication. English is used in every fields, professions, and occupations.

Based on these conditions, English in Indonesia should be taught better at school or university. English as a foreign language should be taught at every Education Institutes such as courses and formal and informal schools.

As we know that there are four language skills that should be taught to the students. They are; Listening, Reading, Writing, and Speaking. Students are hoping to be able to mastering these four language skills. But most students have difficulties in learning reading, especially reading English. Many of students in English class think that English is difficult.

(http://en.wikipedia.org/wiki/Reading_%28process%29)

“‘Reading’ is a complex cognitive process of decoding symbols for the intention of constructing or deriving meaning (reading comprehension). It is the mastery of basic cognitive processes to the point where they are automatic so that attention is freed for the analysis of meaning.”

Most people study language or other foreign languages because they think they offer a chance for an advancement in their professional lives. They will get a better job with other foreign languages than if they only know their mother tongue. There are of course many other possible reasons for learning a language. Some people do it because they want to be a tourist in a country where that language is spoken.

As we know that most people in the world study English language to fulfill their need to communicate with other people. So that, as stated on http://www.en.wikipedia.org/wiki/English_language#English_as_a_global_language/1 [September25, 2007] "English is sometimes described as the global *lingua franca*. English is the dominant international language in communications, science, business, aviation, entertainment, radio and diplomacy". The influence of the **British Empire** is the primary reason for the initial spread of the language far beyond the British Isles. Following World War II, the growing economic and cultural influence of the United States has significantly accelerated the spread of the language. Today English is being learnt by one billion people. Because a working knowledge of English is required in certain fields, professions, and occupations, English is studied and spoken by over a billion people around the world, to at least a basic level. English is one of six official languages of the **United Nations**.

Because English is so widely spoken, it has often been referred to as a "global language", of the modern era. While English is not an official language in many countries, it is currently the language most often taught as a **second**

skim read a newspaper article just to get a quick overview, or a text could be skimmed to see whether it's worth reading in detail".

Another technique that writer used in this research is SQ3R technique.

SQ3R is a reading strategy formed from its letters. The SQ3R method of study was developed by Robinson (1941) to provide students with a systematic approach for studying a textbook assignment (in *Teaching and Learning*, 2003, by Diana Browning Wright). This study method capitalizes on the predictable format in most traditional content textbooks (e.g., title, introduction, headings, subheadings, conclusion, etc.) The steps are: (1) Survey, (2) Question, (3) Read, (4) Recite, and (5) Review. SQ3R will help student build a framework to understand their reading assignment. SQ3R (Robinson, 1970) is a method for active elaboration of material that you read, say in a textbook. It consists of 5 steps.

Reading may be defined as a highly complex purposeful, thinking process ended in by the entire organism while acquiring knowledge, involving new ideas, solving problems, or relaxing and capturing the interpretation of feinted symbols, Jamie (2006:10): "The purpose of reading is to connect the ideas on the page to what you already know. If you don't know anything about the subject, then pouring word of text into your mind is like pouring water into your hand. You don't retain much".

Based on the fact that mentioned before, the writer tries to find out the way to improve student's reading comprehension by persuading Skimming and SQ3R. The writer is interested in finding out "The Effect of Reading Techniques and Cognitive Style Towards Student's Reading Comprehension."

B. Identification of problem.

Based on the background of the problem that has described above, the problem which can identify are;

1. How student develop their reading comprehension?
2. Does skimming technique influence student in achieving their reading comprehension?
3. Does SQ3R techniques influence student in achieving their reading comprehension?
4. Does cognitive style influence student in achieving their reading comprehension?
5. Do skimming, SQ3R technique and cognitive style influence student in achieving their reading comprehension?
6. What factors can influence student in achieving their reading comprehension?

C. Limitation of the problem

Because there are many problems which are happening in teaching and learning process, especially on the student's reading comprehension, so the scope of this research are:

1. The effects of Skimming Technique towards student's reading comprehension.
2. The effects of SQ3R towards student's reading comprehension.

"Reading is a means of language acquisition, of communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinement."

There are many factors that influence student's reading comprehension and they are related each other, internal factor and external factor. The internal factor which come from the reader's itself, Kahayanto (2005) the factor dealt with self- motivation and interest. On the other one, external factor has a close relationship to reading material and teacher of reading. They are related one another. So that teacher should use the most suitable technique to teach reading comprehension. According to Mayer, Richard. (2003). *Learning and Instruction*. Reading comprehension - techniques for improving students' success in extracting useful knowledge from text (Mayer, p 34). As defined by *Partnership for Reading* (2005), Reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind.

In this case the writer will discuss two techniques and cognitive style and compare them which the most suitable one is. The two techniques are Skimming and SQ3R and cognitive style. According to www.usingEnglish.com (20 march 2011)

"*Skimming* is reading a text to get the gist, the basic overall idea, rather than concentrating on absorbing all the details. For instance, many people

2. Practice Benefits

a. To the teacher

These techniques can be used to build student's achievement in reading comprehension

b. To the student

To motivate students in learning activities, especially to build their achievement in reading comprehension

c. To the researchers

This study is a tool to train the skill in analyzing a problem and to increase the concept and education.

G. The Organization of Study

This study consist of some parts:

Chapter 1, Introduction consists of background of the study, identification of problem, limitation of the problem, the statement of the problem, aims of the study, the benefits of the result, and the organization study.

Chapter 2, Theoretical Framework and Hypothesis consist of theoretical view, relevant research, frame of thought, hypothesis.

3. The effects of cognitive style towards student's reading comprehension
4. The effect of Skimming, SQ3R, and Cognitive style towards student's reading comprehension.

D. The statement of the problem.

Based on the identification and limitation of the problem, this research is formulated by considering "is there any effect of skimming and SQ3R technique towards student's reading comprehension? "

E. Aims of study.

This research is aimed of finding out "whether there is an effect or not of skimming, SQ3R technique, and cognitive style towards student's reading comprehension at Universitas Islam As-syafi'iyah Jakarta"

F. The Benefits of the result.

The writer also hopes that this research can contribute benefits for to the followings;

1. Theory Benefits

As the reference material to help the student's progress especially in TEFL (Teaching English as Foreign Language) subject in the case of students' achievement in reading comprehension.



Chapter 3, Research Metodology consists of purpose of the research, time and location, population and sample of the research, research variable, research methodology, research procedure, research instrument, data analysis.

Chapter 4, Result of the research The result from data collection and data analyses are presented in this chapter to answer the research questions addressed in the present study.

Chapter 5, this chapter designed to summarize the finding of the study, and discusses the result conclusion and pedagogical implication.

b. Word Recognition

Words are recognized at two levels: at the letter level and at the word level. At the letter level individual graphemes (letters) are identified and transformed into their phonemic equivalent (their sound). The early reader (4-5 yrs) uses only grapheme to phoneme correspondence, having to sound out words in order to string the individual sounds into a meaningful word.

c. Syntactic processing

Syntactic processing involves the ability to identify clauses, noun phrases (NP), verb phrases (VP), prepositional phrases, adjective (Adj), articles (Art), nouns (N), and verbs (V), and assemble them in syntactically acceptable sentences(S).

Syntactic development is measured by the mean length of utterance (MLU), which is based on the average length of a child's sentences scored on transcripts of spontaneous speech.

d. Semantic processing

Semantic processing is developing even before an infant begins to use words. Words initially begin with a single meaning then become richer as the child is exposed to a wide range of words and experiences, some of which may be the same but used in different contexts, and some that are related to each other. Meaning is assembled in semantic networks in which words are inserted in classes.

CHAPTER II

THEORETICAL FRAMEWORK and HYPOTHESIS

A. Theoretical View

In this chapter, the writer will discuss more specific about definition of Reading, Reading comprehension, skimming, and SQ3R Technique and cognitive style by presenting some theories related to problems above, and this will be used as the framework of thought in the next discussion.

1. The Nature of Reading

Reading can be summarized by explaining a number of processes: Perceptual processing, Word recognition, Syntactic processing, Semantic processing, Metalinguistic processing, Comprehension. These processes are best described in a developmental framework, describing how the processes emerge through a child's development. The processes accumulate with age and some continue to develop well into adulthood (<http://www.intelligenceunited.com/?p=1163>, 25 Okt 2011).

a. Perceptual processes

From infancy perceptual processes develop. These include the ability to transform sound and light waves and sound waves into meaningful chunks of information. These abilities will be affected by the development of the visual and auditory systems.

2. Reading Comprehension

Reading comprehensively, first, implies the capture of the writer's purposes. Also it implies that readers identify basic information, are able to predict, to infer, to argue and to recognize writers' points of view. According to Alderson & Urguhart (1984, p. 95): "The reading comprehension process focuses on three elements: The text being read, the background knowledge possessed by the reader, and contextual aspects". He suggests that background knowledge is a helpful tool when a person confronts a text since he can reorganize his knowledge and put it together better. To comprehend a reading it is necessary that the reader can extract the key words in order to capture the whole sense of the text.

Another reading comprehension definition is also stated by Wilhelm, reading comprehension is the capacity of the mind to perceive and understanding to communicated by texts, (Wilhelm 2011 on scholastic.com). another definition of reading comprehension is essentially the ability to understand what has been read, (Zimmerman, 2010). Readers who monitoring their comprehension realize when they haven't understood a word, sentence, or page. They realized that they need to clarify their understanding. Sometimes simply rereading the text can help them do this. If rereading does not help, they use the subsequent strategies to help them comprehend.

Reading comprehension strategies are:

1. Making connections
2. Creating mental images (visualizing)

e. Metalinguistic-processing

Metalinguistic awareness makes it possible for children to think about language, understand what words are, and define them, or knowing of language as an object. It begins to develop gradually at a young age, through the middle school years, and continues to develop well into adulthood. It involves the ability to use humour, metaphor, and irony, for example.

f. Comprehension

Comprehension involves the use of all of the above processes, especially semantic processing. The act of comprehension is essentially the linking of new knowledge to old knowledge, adding new links and modifying the strength of connections between nodes. In the early stages of learning to read, comprehension is hampered by limited: capacity of processing space, attention, prior knowledge, and automatization of processes (procedures) – all part of skilled reading.

For many years, three basic definitions of reading have driven literacy programs in the United States (Fortsch, 1998). According to the first definition, learning to read means learning to pronounce words. According to the second definition learning to read means learning to identify words and get their meaning. According to the third definition, learning to read means learning to bring meaning to a text in order to get meaning on it.

particular type of flat and when carefully reading an article of special interest in a scientific journal.

Yet locating the relevant advertisement on the board and understanding the new information contained in the article demonstrate that the reading purpose in each case has been successfully fulfilled.

In the first case, a component reader will quickly reject the irrelevant information and find what he is looking for. In the second case, it is not enough to understand the gist of the text, more detailed comprehension is necessary.

a. What do we read?

- Novels, short stories, tales
- Plays
- Poems, lyrics, nursery rhymes
- Letters, postcards, telegrams, notes
- Newspaper, magazines,
- Specialized articles, reports, reviews, essays, business letters, etc.
- Catalogues, brochures
- Rules of games, advertisements
- Instructions
- Comicstrips, cartoon, and caricatures, legends, maps
- Statistics, diagrams, telephone directories, etc.

b. Why do we read?

There are two main reasons for reading:

1. Reading for pleasure
2. Reading for information (in order to find out something or in order to do something with the information you get).

c. How do we read?

3. Questioning
4. Inferring
5. Evaluating (determining importance)
6. Synthesizing

Before the 1980s, little comprehension instruction occurred in the United States (National Reading Panel, 2000). The National Reading Panel identified positive effects only for a subset, particularly summarizing, asking questions, answering questions, comprehension monitoring, graphic organizers, and cooperative learning.

Reading Comprehension. The contents mastery tested are (Brown, 2003):

- a. Students are able to recognize the general information from the text.
- b. Students are able to finding out the main idea from the text.
- c. Students are able to bring meaning to a text in order to get meaning on it.
- d. Students are able to analyze the structural clues from the text.
- e. Students are able to finding out the pronoun reference.

According to definitions above the writer concluded that reading comprehension is the ability to to percive and understanding to communicated by texts.

Understanding a written text means extracting the required information from it as efficiently as possible. For example, we apply different reading strategies when looking at a notice board to see if there is an advertisement for a

The main ways of reading are as follows:

1. Skimming: quickly running one's eyes over a text to get the gist of it
2. Scanning: quickly going through a text to find a particular piece of information
3. Ekstensive reading: reading longer text, usually for one's own pleasure. This is fluency activity, mainly involving global understanding.
4. Intensive reading: reading shorter text, to extract specific information. This is more an accuracy activity involving reading for detail.

Reading involves a variety of skills, the main ones are listed bellow (this

list is taken from John Munby's *Communicative Syllabus Design*):

- a. Recognizing the script of a language
- b. Deducing the meaning and use of unfamiliar lexical items
- c. Understanding explicitly stated information
- d. Understanding information when not explicitly stated
- e. Understanding conceptual meaning
- f. Understanding the communicative value (function) of sentences and utterances
- g. Understanding relation within the sentences
- h. Understanding relation between the parts of a text through lexical cohesion devices.

Reading is one of the two language receptive skills. It gives students the possibility of accessing written materials on practically any subject. There are several techniques for confronting a text. One of them is the skimming technique which consists of identifying the topic of a text and the general ideas of it. Skimming is defined as a reading technique that permits the reader to reduce the numbers of the words without affecting the sense of the text. The purpose is to capture the totality of the ideas of the text, (<http://www.lengua.profes.net>).

Skimming is used to quickly identify the main ideas of a text. When you read the newspaper, you're probably not reading it word-by-word, instead you're scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when you want to see if an article may be of interest in your research, (Pressley, 2006).

There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summarizes and other organizers as they move down the page or screen. You might read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when you're seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts.

From the definition above we can conclude that skimming is the ability to read quickly for identifying the main idea or supporting details a text. In other word, skimming means to underline the important idea in a text.

- i. Understanding cohesion between parts of a text through grammatical cohesion devices
- j. Interpreting text by going outside it
- k. Recognizing indicators in discourse
- l. Identifying the main point or important information in a piece of discourse
- m. Distinguishing the main idea from supporting details
- n. Extracting salient points to summarize (the text, an idea, etc.)
- o. Selective extraction of relevant points from a text)
- p. Basic relevant skills
- q. Skimming
- r. Scanning to locate specifically required information
- s. Transcoding information to diagrammatic display

Reading is a constant process of guessing and what one brings to the text is often more important than what one finds in it. This is why, from the very beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. This is the best achieved through a global approach to the text.

3. Skimming

Many people consider skimming and scanning search techniques rather than reading strategies. However when reading large volumes of information, they may be more practical than reading. For example, you might be searching for specific information, looking for clues, or reviewing information, (Pressley, 2006).

4. SQ3R Technique

SQ3R or SQRRR is a reading comprehension method named for its five steps: survey, question, read, recite, and review. The method was introduced by Francis Pleasant Robinson in his 1946 book *Effective Study*. The method was created for college students. However, it can also be used by elementary school students, who can practice all of the steps once they have begun to read longer and more complex texts (around fourth grade). (<http://en.wikipedia.org/wiki/SQ3R>)

SQ3R's origins can be traced back to the early 1940s (Robinson, 1941), and it has recently earned the title "the grandfather of study strategies" (Lipson & Wixson, 2003). This strategy, designed for use with expository text, is best-suited for textbook reading and assignments. SQ3R can be broken down into many different and separate skills, which are necessary for successful implementation.

The first step **Survey** advises that one should resist the temptation to read the book and instead glance through a chapter in order to identify headings, sub-headings and other outstanding features in the text. This is in order to identify ideas and formulate questions about the content of the chapter.

Question asks "What is this chapter about?" "What question is this chapter trying to answer?" "How does this information help me?" "Question" also refers to the practice of turning the headings and sub-headings themselves into questions and then looking for the answers in the text. If one chooses to actually write down the questions then they are using a variation method known as "SQW3R".

For this kind of reading, you usually don't want to know and remember everything. You only want to find out something about it. You may want to skim: newspaper or magazine's articles, book covers in a bookstore, library books, Mystery/detective/ other novels.

Skimming is helpful when you want to find out quickly about the writer thinks about some ideas. This is the writer's point of view. When you want to know the point of view, you do not need to read everything. You only need to read a few important words.

You can also skim when you want to find out the general idea quickly. Speed is the important for this kind of skimming, too. You should skim at least two times faster than you usually read (Cooper, M, 1977 in *Reading for Meaning*).

Here are some steps for skimming a chapter from a book or an article from a magazine or newspaper:

- a) Read the first few sentences of you usual speed. Ask yourself "what is this about?"
- b) Go to the next paragraph as soon as you can guess the general idea.
Remember you do not need to know the details. You only want to learn something very general about the chapter or article.
- c) Read only a few words in each paragraph after that you should look for the words tell you more about the general idea. Often they are at the beginning of the paragraph. But they want also be at the end.
- d) Always work quickly, remember that details are not important.

- summary

Question while you are surveying:

- Turn the title, headings, and/or subheadings into questions
- Read questions at the end of the chapters or after each subheading
- Ask yourself,

"What did my instructor say about this chapter or subject when it was assigned?"

- Ask yourself,
- "What do I already know about this subject?"

Note: If it is helpful to you, write out these questions for consideration.

This variation is called SQW3R

When you begin to Read:

- Look for answers to the questions you first raised
- Answer questions at the beginning or end of chapters or study guides
- Reread captions under pictures, graphs, etc.
- Note all the underlined, italicized, bold printed words or phrases
- Study graphic aids
- Reduce your speed for difficult passages
- Stop and reread parts which are not clear
- Read only a section at a time and recite after each section

Recite after you've read a section:

The first "R" stands for **Read**. Only, in this case, one is meant to use the background work done with "S" and "Q" in order to engage oneself in a way similar to active listening. The second "R" refers to the part known as **Recite/wRite or Recall**. Using key phrases, one is meant to identify major points and answers to questions from the "Q" step for each section. This may be done either in an oral or written format. It is important that an adherent to this method use her own words in order to evoke the active listening quality of this study method.

The final "R" is **Review**. In fact, before becoming acquainted with this method a student probably just uses the R & R method; Read and Review. Provided the student has followed all recommendations, he should have a study sheet and should test himself by attempting to recall the key phrases. This method instructs the diligent student to immediately review all sections pertaining to any key words forgotten.

There are some steps in using SQ3R in rading comprehension(the study guides and strategies, 1996):

Before you read, Survey the chapter:

- o the title, headings, and subheadings
- o captions under pictures, charts, graphs or maps
- o review questions or teacher-made study guides
- o introductory and concluding paragraphs

various self-consistent idiosyncratic tendencies...that are not reflective of human cognitive functioning in general."

According to Brown (1980), cognitive style mediate between emotion and cognition. He provides an illustration as follows: a reflective cognitive style invariably grows out of reflective personality or reflective mood. Someone's cognitive style is controlled by the way he internalizes his total environment. Brown hypothesizes that a person who is more intelligent and more successful in learning is the person who is "bi- cognitive", that is, one who can manipulate both ends of a cognitive style continuum.

Brown (1993) also stated that field -independent style: the ability to perceive particular, relevant item or factor in a "field" of distracting items. In general psychological terms, that "field" may be perceptual or it may be more abstract in referring to a set of thoughts, idea, or feeling from which your task is perceive specific relevant subsets. Field dependent is, conversely, the tendency to be "dependent" on the total field so that the parts embedded with the field are not easily perceived, though that total field is perceived more clearly as a unified whole.

1. Field Independence and Field Dependence

Field- Independence style is the ability to perceive a particular, relevant item or factor in a "field" of distracting items. In psychological terms, the "field" may comprise different things: it may perceptual; it may be more abstract which may refers to a set of thoughts, ideas, or feelings from which your task is to perceive specific relevant sub items. On the other hand, Field-Dependence style is the tendency to be "dependent" on the total field. That the parts embedded within

the fields are not easily perceived, although the total fields is perceived more apparently as a unified whole.

2. The advantages and disadvantages of a field-independence and field-dependence style:

Advantages of Field- Independence style:

- a. to differentiate parts from a whole
- b. to concentrate on something (like reading a book in noisy bus station)
- c. to analyze separate variables without the contamination of neighboring variables.

Disadvantages of Field- Independent Style: the disadvantages of field independent style are among others, too much field independence can cause cognitive "tunnel vision" which can make you see only the parts and the fail to see their relationship to a whole.

Field- Dependence style:

- a. Learners can perceive the whole picture
- b. Learners get the larger view
- c. Learners get the general configuration of a problem, or idea, or event.

Affectively, persons who are more predominantly field independent to be generally more independent, competitive, and self- confident. Field dependent persons tend to be more socialized, tend to drive their self- independent from persons around them, and are usually more emphatic and perceptive of the feelings and thoughts of others.

- o Orally ask yourself questions about what you have just read, or summarize, in your own words, what you read
- o Take notes from the text but write the information in your own words
- o Underline or highlight important points you've just read

Reciting: The more senses you use the more likely you are to remember what you read
Triple strength learning: Seeing, saying, hearing

Quadruple strength learning: Seeing, saying, hearing, writing!!!

Review: an ongoing process

From the statements above the writer conclude that SQ3R technique in reading is one of some technique that students can use in their reading comprehension. Different from skimming, SQ3R has some steps, survey, question, read, recite, and review.

4.Cognitive Style

The way we learn thing in general and the particular solution we make to a problem seems to relate to the link between personality and cognition. This link is called cognitive style. There are five types of cognitive style which are considered comprehensive, in the sense that, they cover a number of different other styles and besides, they are relevant to L2 learning. According to Ausubel (1968:170) cognitive style is as

"self-consistent and enduring individual differences in cognitive organization and functioning. The term refers to both individual differences in general principles of cognitive organization, and to

of adult English -learners in the United States. Therefore, it seems reasonable to believe that field independence- dependence might provide one paradigm which distinguishes classroom (tutored) L2 learning from natural (untutored) L2 acquisition.

Research also found that individuals are different in their ways of seeking and processing information, and cognitive styles serve as a relatively stable indicator on how learners perceive and interpret information, and respond to learning environments (Lourdusamy, 1994). An FI person tends to perceive surroundings analytically, separating objects discretely from their backgrounds, while an FD person tends to perceive things in a relatively global fashion, being influenced by a prevailing field or context (Witkin *et al.*, 1971). According to Witkin *et al.*, (1977), FI and FD learners have different characteristics.

Differences between Field Independent and Dependent Learners

Field Independent Learners	Field Dependent Learners
Analytic, competitive, independent, and individualistic	Sensitive to environments
Self defined goals, strategies, and reinforcement	Easily influenced by prevailing field or context
Intrinsically motivated	Group oriented, global, and socially-sensitive / prefer group project
Poor social skills / prefer individual projects	Prefer externally defined goals and reinforcements, and clear definitions of desired outcomes
Well organized and structured in their learning	Extrinsically motivated
Autonomous in cognitive restructuring skills	Less structured, less autonomous

Learning Style Field Dependence and Field Independence:

Give a cross (x) or checklist (✓) on one of the boxes below!

- 5 : Very Agree
 4 : Agree
 3 : Hesitant
 2 : Disagree
 1 : Very Disagree

Questionnaire of Field Dependence and Field Independence

No	Statement	5	4	3	2	1
1.	I have no problem concentrating amid noise and confusion					
2.	I need a quite environment in order to concentrate well					
3.	I enjoy analysing grammar structure					
4.	I find grammar analysis tedious and boring					
5.	I feel must understand every word of what I read or hear					
6.	I don't mind reading or listening in L2 without understanding every single word as long as I "catch" the main idea					
7.	I think classroom study is the key to affective language learning					
8.	I think communication is the key to effective language learning					
9.	I prefer working alone to working with other people					
10.	I really enjoy working with other people in pairs or group					

Based on the elaboration above, it is found that to some extent both field-independence and field-dependence style are necessary for most of the cognitive and affective problems that we face. It has been shown in the literature on field independence-dependence (1) that persons tend to be dominant in one mode of field independence-dependence or the other; (2) that field independence-dependence is a relatively stable aspect; and (3) that field independence increases as a child matures to adulthood.

In the relation of field-independence-dependence style to L2 acquisition, there are two contrasting hypotheses that can be proposed: (1) it can be concluded that a field dependent student will be successful in L2 learning by virtue of his empathy, his social outreach, and his perception of other people. (2) the second hypothesis which might be supported by some recent research. For example, Naiman, Frohlich, and Stern (1975) found in a study of English-Speaking eighth-, tenth-, and twelfth-graders learning French as an L2 in Toronto that field independence correlated positively and significantly with language success in the classroom. It seems to be reasonable (1) that success needed focusing on relevant variables in the puzzling and ambiguous field of stimuli produced in the classroom context. (2) You must be analytical and accurate in the differentiating phonological and syntactic patterns in language and the rules that underlie them. Further more, in the classroom context, (3) you have to be able to master exercises, drills, and other analytical oral and written activity.

Some studies of field independent- dependent (Brown 1977a) showed that field dependence correlated highly with a test of language proficiency in the case

B. Frame of Thought

According to theoretical view above, the use of Skimming to the student's reading comprehension is one of the most technique that student use in their reading exercise. Skimming is used to quickly identify the main ideas of a text. Skimming is done at a speed three to four times faster than normal reading. This technique is used by the student individually.

The second technique is SQ3R. SQ3R or SQRRR is a reading comprehension method named for its five steps: survey, question, read, recite, and review. The method was introduced by Francis Pleasant Robinson in his 1946 book *Effective Study*. The method was created for college students. However, it can also be used by elementary school students, who can practice all of the steps once they have begun to read longer and more complex texts (around fourth grade) (<http://en.wikipedia.org/wiki/SQ3R>) is hopefully gives a best effect to student's reading comprehension.

Cognitive style mediate between emotion and cognition. Brown provides an illustration as follows: a reflective cognitive style invariably grows out of reflective personality or reflective mood. Someone's cognitive style is controlled by the way he internalizes his total environment. This cognitive style can affect student's reading comprehension.

C. Hypothesis

Based on the theoretical and the frame of thought above, the following hypotheses are proposed;

11.	Receiving feedback from other people really doesn't effect my learning at all					
12.	I find feedback useful as a means of understanding my problem areas					

Scoring system of FI and FD students:

Participant Description	
Student's Name	
Age	
Class	
Learning Style	

No	1	2	3	4	5	6	7	8	9	10	11	12	Total Score
Score													

Scoring system:

Very Agree : 5

Agree : 4

Hesitant : 3

Disagree : 2

Very Disagree : 1

Gruping system:

0 - 30 = FD

31 - 60 = FI

(Ha) ($X_1 \rightarrow Y$) alternative hypothesis, there is an effect of Skimming towards students English reading comprehension.

(Ho) ($X_1 \rightarrow Y$) null hypothesis, there is no effect of Skimming towards student's English Reading Comprehension.

(Ha) ($X_2 \rightarrow Y$) alternative hypothesis, there is an effect of SQ3R technique towards students English reading comprehension.

(Ho) ($X_2 \rightarrow Y$) null hypothesis, there is no effect of SQ3R technique towards student's English Reading Comprehension.

(Ha) ($X_3 \rightarrow Y$) alternative hypothesis, there is an effect of Cognitive Style towards student's English Reading Comprehension

(Ho) ($X_3 \rightarrow Y$) null hypothesis, there is no effect of cognitive style towards student's English Reading Comprehension.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the writer will explain about some things which related to research methodology that the writer do at Universitas Islam As-Syafi'iyah.

A. Purpose of research

As we have seen in the previous chapter, the fundamental purpose of this research is to determine "The Effect of Reading Techniques and Cognitive Style Towards Student's Reading Comprehension". This research needs empirical data in order to examine the purposed hypothesis.

B. Time and Location

This research conducted at third semester of students university at Universitas Islam As-syafi'iyah Jakarta in December 2011.

C. Population Research

a. Population

The population of this research is all the students university in third semester at Universitas Islam As-syaf'iyah Jakarta.

b. Sample

In this research the writer uses Random Sampling Technique, Random



- Reading is a complex cognitive process of decoding symbols for the intention of constructing or deriving meaning (reading comprehension). It is the mastery of basic cognitive processes to the point where they are automatic so that attention is freed for the analysis of meaning.
- Field- Independence style is the ability to perceive a particular, relevant item or factor in a "field" of distracting items. In psychological items, the "field" may comprise different things: it may be perceptual; it may be more abstract which may refer to a set of thoughts, ideas, or feelings from which your task is to perceive specific relevant sub items. On the other hand, Field-Dependence style is the tendency to be "dependent" on the total field. That the parts embedded within the fields are not easily perceived, although the total field is perceived more apparently as a unified whole.

b. Definition of operational

There are three main variables in this research;

1. Independent variables are Skimming, SQ3R technique and cognitive style (FI and FD) acquired from primer and seconded data. The primer data required and collected directly by doing the technique in order to practice the students in reading English. And the seconded data acquired through the library, there are some literary which correlated to the object of the research.

2. **Dependent variable Reading Comprehension.** In this research the writer uses impromptu reading plus comprehension questions. The traditional "Read a passage and answer some questions" technique is undoubtedly the oldest and the most common. Virtually every proficiency test uses the format, and one would rarely consider assessing reading without some component of the assessment involving impromptu reading and responding to questions.

E. Research Methodology

In this research, the writer used Experimental Design, according to the fact, and the data detailed and collected to solve the problem that will be an object research. In this research the writer uses random sampling and the sample consists of 40 students. In this class, the writer uses Skimming and SQ3R technique for Reading Comprehension. The writer also gives a questionnaire as an instrument in finding out their learning style (field Dependent- Independent). The data from this research is collected by giving the final test, reading comprehension test and questionnaire.

F. Research Procedure

The research follows the general procedure as follow:

- 1) Select and formulate the research problems
- 2) Determine the purpose of research, it means that this research should be consistent with the formulation and definition of problems

sampling Technique is "*Cara pengambilan sample berdasarkan sekelompok individu atau perorangan*" Sudjana (1989: 93). The sample of this research is the third year students university of Universitas Islam As-syafi'iyah majoring Teaching English and Educational Science (FKIP)

D. Research Variable

In this research, the researcher uses three variables, they are 3 independent variables (X1), (X2), and (X3) and dependent variable (Y). Independent variable (X1) is Skimming and (X2) is SQ3R technique, and (X3) is Cognitive Style, and Dependent variable (Y) is Reading Comprehension.

a. Definition of concept

- Skimming is reading a text to get the gist, the basic overall idea, rather than concentrating on absorbing all the details. For instance, many people skim read a newspaper article just to get a quick overview, or a text could be skimmed to see whether it's worth reading in detail.
- SQ3R or SQRRR is a reading comprehension method named for its five steps: survey, question, read, recite, and review. The method was introduced by Francis Pleasant Robinson in his 1946 book *Effective Study*. The method was created for college students. However, it can also be used by elementary school students, who can practice all of the steps once they have begun to read longer and more complex texts (around fourth grade).

Components of a Multiple Choice item:

1. Stem (presents a stimulus)
2. Options, usually 3 - 5 (give alternatives to choose from), one is the key, the others are distractors

The Options:

1. Must be in an equal form and, if possible, length.
2. Must be correct by itself
3. Must contain only one correct answer. (It becomes 'correct' only after it is used in the stem or to respond to it.
4. Use uppercase A, B, C, D, E instead of lowercase a, b, c, d

Reading comprehension content mastery tested:

Basic Competence	Material	Indicator	Number of questions	Total question
Students are expected to be able to comprehend and recognize the basic information of the text correctly	Reading some kinds of text; narrative, report, descriptives, argumentative	• Students are able to recognize the general information from the text	1,3,5,8,9,13	6
		• Students are able to finding out the main idea from the text	7,11,16,17	4
		• Students are able to bring meaning to a text in order to get meaning on it	15,18,19	3
		• Students are	2,6,10,12,14	5

- 3) Give the limitation in the area or in how far the research has been done
- 4) Explore the resources from the library that correlated to the research problem that should be solved
- 5) Formulate the hypotheses that wish to test
- 6) The planning that consist of arranging and preparing the design research to take and get the data.
- 7) Collect the data from the experiment
- 8) Processing and analyze the data according to the analysis procedure
- 9) Action of perfecting with the attachment that needed.

G. Research Instrument

The instrument which is used in this research is a test to class which consists of 40 students. In this study the researcher use a multiple choice test as the instrument of the student's reading comprehension and questionnaire in measuring their cognitive style (Field dependent- independent). Because by using a multiple choice test which consists of some texts on it and multiple choice answers, the researcher is able to do the scoring correctly. Multiple choice responses are not only a matter of choosing one of four or five possible answers. Other formats, some of which are especially useful at the low levels of reading, include same or different, circle the answer, true or false, choose the letter and matching, (Brown, 2003). In this study the researcher use a multiple choice test as the instrument of the research. Because by using a multiple choice test which consists of some text on it and multiple choice answers, the researcher is able to do the scoring correctly.

1 : Very Disagree

No	Statement	5	4	3	2	1
1.	I have no problem concentrating amid noise and confusion					
2.	I need a quite environment in order to concentrate well					
3.	I enjoy analysing grammar structure					
4.	I find grammar analysis tedious and boring					
5.	I feel must understand every word of what I read or hear					
6.	I don't mind reading or listening in L2 without understanding every single word as long as I "catch" the main idea					
7.	I think classroom study is the key to affective language learning					
8.	I think communication is the key to effective language learning					
9.	I prefer working alone to working with other people					
10.	I really enjoy working with other people in pairs or group					
11.	Receiving feedback from other people really doesn't effect my learning at all					
12.	I find feedback useful as a means of understanding my problem areas					

Scoring system of FI and FD students:

Participant Description	
Student's Name	
Age	
Class	
Learning Style	

No	1	2	3	4	5	6	7	8	9	10	11	12	Total Score
Score													

Scoring system:

Very Agree : 5

Agree : 4

Hesitant : 3

Disagree : 2

Very Disagree : 1

Gruping system:

0 - 30 = FD

31 - 60 = FI

Ho: $r_{xi.Totxi} = 0$ means there is no correction between indicator and the total score (not valid)

		able to analyze the structural clues from the text • Students are able to finding out the pronounce reference	4,20	2
--	--	---	------	---

1. Validity Test

This test is done to know whether all the questions (instrument) of the research that is submitted to measure the validity of variable. If the instrument is valid, it means that the instrument can be used to measure what will be measured (Singarimbun and Sofian Effendi, 1995). The writer uses SPSS to process the data.

Basic validity test:

If $p\text{-value} < 0.05 \rightarrow \text{construct valid}$

If $p\text{-value} > 0.05 \rightarrow \text{construct not valid}$

Learning Style Field Dependence and Field Independence:

Give a cross (x) or checklist (✓) on one of the boxes below!

5 : Very Agree

4 : Agree

3 : Hesitant

2 : Disagree

By making alternative Hypothesis (H_a) and Null Hypothesis (H_0)

- H_a : There is significant the effect of Skimming, SQ3R, and Cognitive Style on Student's English Reading Comprehension.
- H_0 : There is no significant the effect of Skimming, SQ3R, and Cognitive Style on Student's English Reading Comprehension. The writer used the formula as follow:

$$Y = a + bx + e$$

J. Statistical Hypothesis

This research used Multiple Linear Regretion as follow:

Reading Comprehension :

$$\beta_0 + \beta_1 \text{skimming} + \beta_2 \text{SQ3R} + \beta_3 \text{cognitive style}$$

- a. Test of statistic F (uji serentak):

$$H_0 : \beta_1 = \beta_2 = \beta_3$$

→ together there is no significant effect among all independent variable (Skimming, SQ3R, and Cognitive Style) towards dependent variable (Reading Comprehension).

$$H_a : \beta_1 \neq \beta_2 \neq \beta_3$$

→ together there is a significant effect among all independent variable (Skimming, SQ3R, and Cognitive Style) towards dependent variable (Reading Comprehension).

Satatistical Hypothesis:

$H_a: r_{xi.Totxi} = 0$ means there is a correlation between the indikator and the total score (valid)

Conclusion:

If Sig from $r < 0.05$ valid indikator

If Sig from $r > 0.05$ not valid indikator

(Singarimbun and Sofyan Efendi, Teknik Korelasi Product Moment, 1997:137)

2. Reliability Test

Reliability test is used to show in how far is measurement of the data to be used. The reliability test that the writer used is Cronbach's Alpha.

"Reliabilitas adalah indeks yang menunjukkan sejauh mana suatu alat pengukur dapat dipercaya atau dapat diandalkan" (Singarimbun and Sekaran, 2003, p. 312). The writer uses SPSS to process the data.

Cronbach's Alpha : $> 0,06 \rightarrow$ Cronbach's Alpha

Acceptable (Construct Reliable)

Cronbach's Alpha : $< 0,06 \rightarrow$ Cronbach's Alpha is

Poor acceptable (Construct Unreliable)

II. Technique of Data Interpretation

Technique of data interpretation such as follow:



CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Respondence Characteristic

Respondence is the information giver whom are expected to answer all the questions correctly and completely. The writer uses all the third semester students of English Department at Universitas Islam As-syafi'iyah Jakarta as a subject of the research.

The third semester students of English Departement at Universitas Islam As-syafi'iyah Jakarta have different characteristics and social background, so in learning process, in this case in the field of reading comprehension, the students need good techniques and their learning style that can help them to improve their reading comprehension.

The students have different characteriste, skills, and social background from the lower group to the upper. And they have different cultures, too. Some of them come from Jakarta, Aceh, Java and other places. In their daily life, they use Indonesian as their L1.

The third semester students at Universitas Islam As-syafi'iyah also have normal and stabil physical growth. The physical appearances that they have about 145 - 175 cm for their height, their weight is about 45 - 65 kg, and they have different skin color from dark, dark brown, and light.

B. Descriptive Data

1. Reading Comprehension uses skimming technique.

The lowest score of reading comprehension uses skimming technique is 40 and the highest is 100. The interpretation data is showed on the table below:

Descriptive data of Reading Comprehension uses Skimming Technique.

No.	Name	Score
1	Nurul Komariah	85
2	Shinta Damayanti	65
3	Lusiana Ariyani	70
4	Anistia Sari Puspita	55
5	Rinda Widiarsih	75
6	Fitriana Hidayah	85
7	Mufaroah	90
8	Sintia Anggriani	70
9	Syarifah Fauziyah	95
10	Ahmad Fadillah	95
11	Nurul Hasbiah	85
12	Nusaibah Azzahro	80
13	Ely Nurlaili F	70
14	Dwi Puji Purnama L.	85
15	Siti Maryam Maemanah	100
16	Ekawati Juniarti U	70
17	Muhammad Andika Fajar	95
18	Nurhayati Hasbiah	80
19	Kiki Septia	60
20	Liana Apresanti	85
21	Resa Thea Auriari	75
22	Ajen Jaclani	85
23	Rizki Damayanti	100
24	Anita	75
25	Nurmala Sari	100
26	Nuraini Rahayu	65
27	Siti Sarah	40

If $P\text{-value} < 0,05$, H_0 is rejected

If $P\text{-value} > 0,05$, H_0 is accepted

b. Statistic t-test (individu test)

The steps to t-test are:

H_0 : there is no significant effects between dependent variable and independent variable.

H_a : there is a significant effect between dependent variable and independent variable.

The test according to probabilitas:

If: $P\text{-value} < 0,05$, H_0 is rejected

$P\text{-value} > 0,05$, H_0 is accepted

c. Koefisien Determination

Koefisien determination (R^2) is to show how far the ability of model in explaining the variation of dependent variable. The score of koefisien determination is between 0 and 1. The R^2 score which is small means the ability of the variables in explaining variation of dependent variable limitless. The score which almost to 1 means independent variables give information that it needs to predict the variation dependent variable.

16	Ekawati Juniarti U	80
17	Muhammad Andika Fajar	100
18	Nurhayati Hashiah	100
19	Kiki Septia	80
20	Liana Apresanti	85
21	Resa Thea Auriani	80
22	Ajen Jaelani	100
23	Rizki Damayanti	100
24	Anita	75
25	Nurmala Sari	100
26	Nuraini Rahayu	70
27	Siti Sarah	70
28	Indah Nuranisa	80
29	Sabrina Lurasati	70
30	Nabilla	80
31	Gustya Putri Lestari	65
32	Tuti Robiyatu Uluwiyah	75
33	M. Arfan Firmando	75
34	Rini Riyanti	90
35	Herlina Utami	90
36	Aliviani	86
37	Nurfaizah	100
38	Kardina	100
39	Yudhita	80
40	Neneng Herlina	75

3. Cognitive Style (Field Independent and Field Dependent) questionnaire

The result of cognitive style questionnaire shows that the student whose score is between 0-30 is categorized as field dependent and 31-60 as field independent. The interpretation data is showed on the table below:

No	Name	Number of Statements												TOT	Cognitive Style	
		1	2	3	4	5	6	7	8	9	10	11	12		FI	FD
1	Nendi Komariah	2	5	2	4	3	4	5	5	2	4	2	5	43	FI	
2	Sitena Damayanti	2	2	3	2	4	3	3	5	2	4	4	3	37	FI	

3	Lestari Ariyani	3	5	1	4	4	4	4	5	3	4	3	4	46	FI	
4	Anissa San Pugeta	3	4	3	2	3	3	4	4	3	4	2	3	38	FI	
5	Rendi Waharub	2	5	3	4	4	4	5	3	4	2	5	45	FI		
6	Furiana Hidayah	3	4	3	3	4	3	3	4	3	4	3	4	43	FI	
7	Mufaroha	2	5	3	4	5	4	3	5	4	5	2	5	47	FI	
8	Sinta Anggrani	3	4	4	3	5	4	4	4	3	3	2	44	FI		
9	Syarifah Fauziah	2	4	3	2	4	3	4	4	2	4	3	4	39	FI	
10	Ahmad Fadhilah	4	3	2	3	4	3	3	4	3	4	3	2	38	FI	
11	Nurul Hishab	2	5	4	3	5	4	4	5	4	3	3	4	46	FI	
12	Nusrah Azrohm	2	5	4	3	3	2	1	2	2	2	4	3	33	FI	
13	Ely Nurtady F	3	3	5	3	5	3	2	4	1	5	1	5	40	FI	
14	Dwi Putri Pratama L	5	5	4	3	3	1	5	3	2	3	3	3	42	FI	
15	Siti Maryam Marnisah	2	5	4	2	5	1	4	5	2	1	1	4	36	FI	
16	Ekaeni Jurnani U	4	2	4	2	5	6	4	5	1	5	2	5	45	FI	
17	Muhammad Andika Fajar	3	3	2	2	5	3	2	3	3	5	2	5	40	FI	
18	Nurhayati Habbibah	3	5	3	4	4	4	5	3	4	3	4	46	FI		
19	Kiki Septia	3	4	3	2	3	3	4	4	3	4	2	3	38	FI	
20	Liana Apriansari	5	3	4	4	4	4	5	3	4	2	5	47	FI		
21	Rena Tina Aurtani	5	3	4	3	4	5	4	4	3	4	4	3	46	FI	
22	Ajeng Jackson	5	3	4	3	4	5	4	4	3	4	4	3	46	FI	
23	Rizki Damayanti	3	4	3	3	4	4	4	3	3	5	3	4	43	FI	
24	Anita	3	4	3	4	4	4	4	3	3	5	3	4	44	FI	
25	Nurmalia Sari	4	2	4	2	5	2	4	4	2	4	3	4	40	FI	
26	Nuzini Rahayu	3	4	5	3	4	3	3	4	3	4	1	4	41	FI	
27	Siti Sarah	2	5	4	3	5	4	4	5	4	3	3	4	46	FI	
28	Indah Nuraini	4	2	4	2	5	2	4	4	2	4	1	4	40	FI	
29	Sabrina Larmani	4	3	2	3	4	3	3	4	2	4	3	3	38	FI	
30	Nadhila	3	4	4	2	5	4	4	3	3	3	3	3	42	FI	
31	Quarya Putri Lusari	2	5	4	3	3	2	1	2	2	2	2	2	30		FI
32	Tuti Rohiyatu Ulawiyah	1	4	3	2	5	2	4	4	1	5	1	5	37	FI	
33	M. Arifan Firmanto	3	4	5	2	4	3	4	2	2	4	2	4	39	FI	
34	Rini Riyanti	2	5	4	2	3	4	5	5	2	4	2	5	43	FI	
35	Hindia Utami	2	2	3	2	4	3	3	5	2	4	4	3	37	FI	
36	Aliviani	2	4	3	2	4	3	4	4	2	4	3	4	39	FI	
37	Nurkifah	2	5	3	4	5	4	3	5	4	5	2	5	47	FI	
38	Karlina	2	5	3	4	4	4	4	5	3	4	2	5	45	FI	
39	Yudhis	2	5	3	4	5	4	3	5	4	5	2	5	47	FI	
40	Henny Hafina	3	4	5	2	4	4	3	4	2	2	2	4	39	FI	

28	Indah Nuranisa	70
29	Sabrina Larasati	60
30	Nabilla	75
31	Gustya Putri Lestari	50
32	Tuti Robiyatu Uluwiyah	65
33	M. Arfian Firmanto	65
34	Rini Riyanti	80
35	Herlina Utami	85
36	Aliviani	75
37	Nurfaizah	85
38	Kardina	85
39	Yudhita	65
40	Neneng Herlina	65

2. Reading comprehension uses SQ3R technique

The lowest score of reading comprehension uses SQ3R technique is 65 and the highest score is 100. The interpretation data is showed on the table below:

No.	Name	Score
1	Nurul Komariah	85
2	Shinta Damayanti	75
3	Lusiana Ariyani	70
4	Anistia Sari Puspita	65
5	Rinda Widiarsih	80
6	Fitriana Hidayah	85
7	Mufaroqa	90
8	Sintia Anggrani	80
9	Syarifah Fauziyah	95
10	Ahmad Fadillah	95
11	Nurul Hasbiyah	85
12	Nusaibah Azzahro	85
13	Ely Nurtaili F.	80
14	Dwi Puji Purnama L.	85
15	Siti Maryam Maemanah	100

ANOVA Table						
	Between Groups	(Corrected) Linearity	Sum of Squares	df	Mean Square	F
English reading comprehension * SQ3R Technique			202.753	8	25.344	1.699
		Linearity	30.057	1	30.057	2.296
		Deviation from Linearity	167.695	7	23.956	1.807
	Within Groups		465.147	31	15.005	
	Total		667.900	39		

From the table we can see that the Sig.score of Deviation from Linearity is 0,173. It is higher than 0,05. It means that there is a linear correlation among dependent variables and independent variable.

c. Homogenitas regrestion test

If the significant is $> 0,05$ means that the variant in every sample is the same (homogen).

If the significant is $< 0,05$ means that the variant of every sample is not the same (not homogen). The writer uses SPSS to process the data.

Test of Homogeneity of Variances ^a					
		Levene Statistic	df1	df2	Sig.
English reading comprehension	Based on Mean	1.090	3	51	.362
	Based on Median	1.250	3	51	.301
	Based on Median and with adjusted df	1.250	3	42.981	.303
	Based on trimmed mean	1.062	3	51	.361

^a English reading comprehension is constant when cognitive style = FD. It has been omitted.

from the table above we can conclude that the statistic test based on Mean has result 0,362. It is higher than 0,05. It means that the data of the research above is homogen.

2. F test (uji serentak)

F test is used to know whether all independent variables (skimming, SQ3R technique, and cognitive style) have significant effect towards dependent variable (reading comprehension).

All together there is significant effect among all independent variables (skimming, SQ3R technique, and cognitive style) towards dependent variable (reading comprehension).

$$H_0 : b_1 = b_2 = b_3 = 0$$

All together there is no significant effect among all independent variables (skimming, SQ3R technique, and cognitive style) towards dependent variable (reading comprehension). The writer uses SPSS to process the data.

$$H_a : b_1 \neq b_2 \neq b_3 \neq 0$$

Decision maker:

According to probabilitas

If $p\text{-value} < 0,05$, means H_0 is rejected

If $p\text{-value} > 0,05$, means H_0 is accepted

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	152.957	3	50.986	3.564	.023 ^a
	Residual	514.943	36	14.304		
	Total	667.900	39			

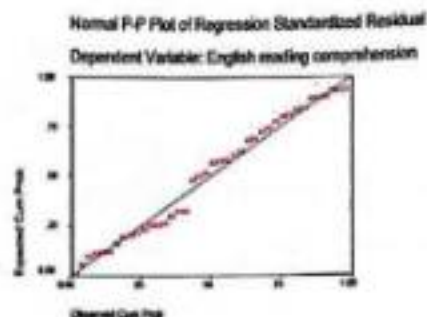
a. Predictors: (Constant), cognitive style, SQ3R Technique, Skimming Technique

b. Dependent Variable: English reading comprehension

C. Analysis

1. Normality Test

- a. This normality test is used to know whether in regression model, dependent variable and independent variable has normal distribution or not. The correct regression model is the data has normal distribution or almost close to normal. The writer uses *PP plot*, it is to compare kumulatif distribution to normal distribution. The writer uses SPSS to process the data.



According to the picture above, we can say that the plot data residual is on diagonal line. It means that the data has normal distribution.

- b. Linearity test

If the score of Deviation from Linearity more than 0,05 ($> 0,05$), it means that dependent variable and independent variable is linear. The writer uses SPSS to process the data It is shown on the table of anova below:



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

According to the t-test, the writer concludes that there is a significant effect of cognitive style towards reading comprehension. This result can be showed from the data, the Sig.score of cognitive style is 0,008 which is less than 0,05 (H_0 is accepted). On the other hand, there is no significant effect of skimming and SQ3R technique toward reading comprehension. The data showed Sig.score of skimming technique is 0,381 and Sig.score of SQ3R is 0,276. Both skimming and SQ3R Sig.score are higher than 0,05 (H_0 is rejected).

Both reading techniques, skimming and SQ3R are not able to help students to increase their reading skill, especially in reading comprehension. Most of the third semester students in English department of Universitas Islam As-syafi'iyah are categorized on field dependent students. This fact is supported by the data that showed above.

The third semester students in English department of Universitas Islam As-syafi'iyah Jakarta are classified on field dependent students. It means that they are affectively, persons who are more predominantly to be generally more independent, competitive, and self-confident.

According to the table *p-value* 0,023 is smaller than 0,05 so H_0 is rejected, it means all together there is a significant effect among all independent variables (skimming, SQ3R technique, and cognitive style) towards dependent variable (reading comprehension).

3. Parsial test (T test)

T- test is used to know the effect of each independent variable towards dependent variable. The writer uses SPSS to process the data. The result of T- test is:

Decision maker according to probability;

If *p-value* < incorrect level ($\alpha = 0.05$), means H_0 is rejected

p-value > incorrect level ($\alpha = 0.05$), means H_0 is accepted

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta				Tolerance	VIF
1	(Constant)	40.240	7.308			5.502	.000		
	Skimming Technique	-.075	.098	-.263		-.867	.381	.343	4.119
	SQ3R Technique	.129	.154	.333		1.127	.267	.346	4.064
	cognitive style	-11.354	4.030	-.434		-2.819	.008	.904	1.107

a. Dependent Variable: English reading comprehension

Table of Partial Result (T test):

Variabel	Sig.	Conclusion
Skimming technique	0,381	H_0 is accepted
SQ3R	0,267	H_0 is accepted
Cognitive style	0,008	H_0 is rejected

Source: see the appendix



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B. Suggestions

According to the conclusion above, the writer would like to give some suggestions to the following:

1. Teacher needs to use a good technique in teaching reading, and it should be appropriate to the goal in teaching and learning process.
2. Teacher needs to explain the goal of the lesson before teaching and learning process.
3. The teacher accustomed to make group in class.
4. Teacher needs to pay attention to the students who have problems in their learning process, especially in reading comprehension
5. The use of English in communication between teacher and students is very important in order to make the students become accustomed to a good language class.
6. The students need more practice in reading to reach better score especially in English reading comprehension
7. Parents must pay attention to their children in studying and give them motivation in order to increase their reading comprehension score.



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SATUAN AJAR PERKULIAHAN

NAMA MATA KULIAH

KODE MATA KULIAH

JUMLAH SKS

DOSEN PENANGGUNG JAWAB :

: READING FOR PROFESSIONAL CONTEXT

: 2408

: 4

:

STANDAR KOMPETENSI

: Memantapkan keterampilan mahasiswa untuk memahami bacaan pada tingkat literal agar mahasiswa mampu berkomunikasi secara lisan maupun tulisan.

No	Kompetensi Dasar	Indikator	Materi Pokok	Strategi Pembelajaran		Waktu	Sumber Bahan	Penilaian	
				Tatap Muka	Non Tatap Muka			Jenis Tagihan	Instrumen
1	Mengenal berbagai jenis teks yang berhubungan dengan gambaran berbagai macam jenis profesi	Membaca teks yang berhubungan dengan gambaran berbagai macam profesi	Introduction to the lesson	Reading		1 X 90 menit	English Newspapers and Magazines Other related sources	Reading	Kinds of text that related to some professions

SATUAN AJAR PERKULIAHAN

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No	Kompetensi Dasar	Indikator	Materi Pokok	Strategi Pembelajaran		Waktu	Sumber Bahan	Penilaian	
				Tatap Muka	Non Tatap Muka			Jenis Tagihan	Instrumen
1	Mengenal berbagai jenis teks yang berhubungan dengan gambar sebagai berbagai macam jenis profesi	Mem baca teks yang berhubungan dengan gambar sebagai berbagai macam profesi Mengenal teks-teks yang berhubungan dengan jenis-jenis profesi	Introduction to the lesson	Reading		1 X 90 menit	English Newspapers and Magazines Other related sources	Reading	Kinds of text that related to some professions

kesehatan (doctor, nurse, etc)	Penggunaan pronoun dengan tepat	Memahami teks yang berhubungan dengan kesehatan Merespon isi teks dan memvisualisasikanya secara lisan	Reading Analyzing Responding	Reading Discussion	paragraph	2 X 90 menit	Article that related to the topic	Discussion Responding	sentence
5	Memahami ungkapan- ungkapan dasar pada interaksi sosial yang berhubungan dengan perbankan	Main idea of the paragraph Topic sentence Berbagai ungkapan dan meresponya dengan tepat	Reading Analyzing Responding	Reading Discussion		2 X 90 menit	Article that related to the topic	Discussion Responding	Kinds of related topic
6	Memahami ungkapan- ungkapan dasar profesi yang berhubungan dengan resorran,dll.	Main idea of the paragraph Merespon ungkapan- ungkapan dasar	Reading Analyzing Responding	Reading Discussion		2 X 90 menit	Dialogues	Discussion	Kinds of simple dialogue that related to the topic
7	Menghasilkan tuturan sederhana	Main idea of the paragraph	Reading Analyzing	Analyzing		2 X 90 menit	Article Simple	Discussion Analyzing	Kinds of text that related to

2	Memahami metode membaca cepat (scanning and skimming) pada berbagai jenis teks	Membaca berbagai jenis teks dengan tepat dan benar Menggunakan metode scanning secara tepat Menggunakan metode skimming secara tepat	Scanning and Skimming	Reading Discussion	Reading Individual	1 X 90 Menit	Textbook English Newspaper English Magazine Improving Reading Skill in English for University Other related sources	Scanning Skimming	An index in a textbook A list of movies in the newspaper English Magazine
3	Membaca dan memahami teks yang berhubungan dengan profesi penulis (author of Novels)	Main idea of the paragraph Topic sentence	Membaca teks yang berhubungan dengan profesi author (Novels) Merespion isi teks secara lisan	Reading and discussion	Reading Main idea of the paragraph	2 X 90 menit	Novels	Reading Main idea of the paragraph Topic sentence	Kinds of Novel
4	Membaca dan memahami teks yang berhubungan dengan	Main idea of the paragraph Topic sentence	Membaca teks yang berhubungan dengan profesi di bidang kesehatan	Reading Discussion Speaking	Reading Find out the main idea of the	2 X 90 menit	Article that related to health	Reading Discussion Topic	Kinds of related topic

		terpat		Analyzing	2 X 90 menit	Simple Dialogue Newspaper article about politic	Discussion	Kinds of newspaper article
11	Mengenal istilah-istilah asing yang berhubungan dengan politic	Membaca politic news Menentukan opinion and fact secara terpat	Membaca teks yang berhubungan dengan profesi di bidang politic	Analyzing Discussion	Analyzing			
12	Menganalisa jenis phrase dan clause pada teks	Membaca article di bidang pemerintahan Menentukan main idea of paragrah	Membaca teks yang berhubungan dengan profesi di bidang pemerintahan	Analyzing Reading	Reading Membuat conclusion	Newspaper article Article from the internet	Analyzing Discussion	Kinds of article from TEMPO magazine that related to the topic
13	Memahami bagian, struktur dan unsur kebahasaan Novel	Membaca novel Menentukan main idea of the paragraph Menganalisa unsur-unsur kebahasaan serta struktur novel dengan	Membaca teks yang berhubungan dengan literasi	Main idea Analyzing Novel	Reading Analyzing the character of Novel that students're ad	Romantic Novel (Romeo and Juliet)	Reading Analyzing	Romantic Novel

14	Mengenal bentuk classification pada teks	Menentukan macam-macam classification pada teks sederhana pendek	Membaca teks sederhana yang berhubungan dengan profesi di bidang pendidikan	Analyzing simple text Discussion	Classify short text	2 X 90 menit	Education article	Reading	Article related to the topic
15	Mengenal berbagai jenis ungkapan-ungkapan umum sederhana pada profesi umum lainnya	Memahami bentuk-bentuk percakapan sederhana Merespon jenis-jenis ungkapan umum Menjawab pertanyaan yang berhubungan dengan profesi umum lain	Membaca teks yang berhubungan dengan profesi di bidang umum lainnya	Reading Responding	Responding	2 X 90 menit	Magazines' article	Reading Analyzing	Article from magazine that related to the topic
16	UAS					1 X 90 menit			

	yang cukup untuk fungsi-fungsi dasar kepariwisataan	Menentukan topic sentence dengan tepat Menentukan pronoun dan conjunction dengan tepat	bidang kepariwisataan	Discussion	Analyzing	2 X 90 menit	Article Simple dialogue	dialogue	the topic
8	Memahami kata-kata dan istilah asing serta kalimat sederhana yang berhubungan dengan olah raga	Main idea Topic sentence Menarik inference Membedakan topic and opinion	Membaca teks yang berhubungan dengan profesi di bidang olah raga	Reading Discussion			Discussion		Kinds of dialogue and texts that related to the topic Newspaper sport
9	UTS					1 X 90 menit 2 X 90 menit			
10	Mengenal jenis-jenis ungkapan yang berhubungan dengan profesi di bidang hiburan	Menentukan pronoun dengan tepat Mengenal modifying phrase dan clause dengan	Membaca teks yang berhubungan dengan profesi di bidang hiburan	Discussion Responding	Reading Menbuat simple dialogue		Simple dialogue Infotainment news	Discussion	Kinds of article from magazine that related to the topic

	b. Teacher explain and introduces one of the reading techniques named Skimming c. Teacher explains some steps in skimming and shows how to find out basic informations of the text d. Teacher gives a text to the students e. Students read the text and analyze some basic informations f. Students read the text and find out some basic informations of the text use skimming technique in group g. Students in group present their finding in front of the class h. Teacher gives comment
3. Closing	Students are given a homework by the teacher to find out some basic informations use skimming technique (individually)

V. Sources

1. English book
2. Reading material handout form the internet
3. Reading book (Reading Power)

VI. Scoring

Reading Exercise	Text Reading Comprehension
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Jakarta, 2 Desember 2011

Teacher

Rja Yuliasari

LESSON PLAN

Place	Universitas Islam As-syafi'iyah Jakarta
Subject	Reading (English)
Class/ semester	25a, 3
Meeting	2
Time allocation	90 minutes
Standar Competence	Recognizing kinds of text related to some fields and professions
Basic Competence	Read and recognize some basic informations of the text correctly in the context of professional or individual use skimming technique

I. Indicators:

1. Students are able to read the text correctly
2. Students are able to skim the text correctly
3. Students are able to find out main idea, and bring meaning to the text use skimming technique

II. Goal of the study:

Students are able to finding out the main idea from the text and bring meaning to the text use skimming technique

III. Materials of the lesson:

The material is used in teaching and learning process are:
a. Reading text
b. Introduction how to find out the main idea
c. Finding out the main idea and bring meaning to the text use skimming technique

IV. Teaching and Learning Process

Steps	Activities
1. Opening	a. Teacher greets all students in the class and students prepare for the lesson b. Teacher checks the student's attendance list c. Teacher reviews the last topic by asking some question how to skim the text
2. Content	a. Teacher explains about the purpose of the study

	b. Teacher explain and introduces one of the reading techniques named Skimming c. Teacher explains some steps in finding out the main idea from the text use skimming technique d. Teacher gives a text to the students e. Students read the text and analyze some basic informations f. Students read the text and find out some basic informations of the text and find out the main idea from the text use skimming technique (group work) g. Students brings meaning to the text h. Students in group present their finding in front of the class i. Teacher gives comment
3. Closing	Students are given a homework by the teacher to find out some basic informations and main idea use skimming technique (individually)

V.Sources

1. English book
2. Reading material handout form the internet
3. Reading book (Reading Power)

VI. Scoring

Reading Exercise	Text Reading Comprehension
------------------	-------------------------------

Jakarta, 6 Desember 2011

Teacher

Ria Yuliasari

LESSON PLAN

Place	Universitas Islam As-syafi'iyah Jakarta
Subject	Reading (English)
Class/ semester	25a. 3
Meeting	1
Time allocation	90 minutes
Standar Competence	Recognizing kinds of text related to some fields and professions
Basic Competence	Read and recognize some basic informations of the text correctly in the context of professional or individual use skimming technique

I. Indicators:

1. Students are able to read the text correctly
2. Students are able to recognize some basic informations of the text
3. Students are able to find out basic information of the text use skimming technique

II. Goal of the study:

Students are able to read the text related to some fields and profession and recognize and finding out some basic information of the text use skimming technique.

III. Materials of the lesson:

The material is used in teaching and learning process are:
A. Introduction kinds of text
B. Introduction of skimming technique
C. Steps to skim the text

IV. Teaching and Learning Process

Steps	Activities
1. Opening	a. Teacher greets all students in the class and students prepare for the lesson b. Teacher checks the student's attendance list c. Teacher preview the lesson by giving some questions related to the topic
2. Content	a. Teacher explains about the purpose of the study

LESSON PLAN

Place	Universitas Islam As-syafi'iyah Jakarta
Subject	Reading (English)
Class/ semester	25a. 3
Meeting	3
Time allocation	90 minutes
Standar Competence	Recognizing kinds of text related to some fields and professions
Basic Competence	Read and recognize some basic informations of the text correctly in the context of professional or individual use skimming technique

I. Indicators:

1. Students are able to read the text correctly
2. Students are able to skim the text correctly
3. Students are able to analyze the structural clues from the text and finding out the pronoun reference use skimming technique

II. Goal of the study:

Students are able to analyze the structural clues from the text and finding out the pronoun reference use skimming technique
--

III. Materials of the lesson:

The material is used in teaching and learning process are:
a. Reading text
b. Introduction how to analyze the structural clues from the text
c. Finding out the pronoun reference use skimming technique

IV. Teaching and Learning Process

Steps	Activities
1. Opening	a. Teacher greets all students in the class and students prepare for the lesson b. Teacher checks the student's attendance list c. Teacher reviews the last topic by asking some question how to finding out the main iden and bring meaning to the text
2. Content	a. Teacher explains about the porpose of the study

LESSON PLAN

Place	Universitas Islam As-syafi'iyah Jakarta
Subject	Reading (English)
Class/ semester	25n. 3
Meeting	1
Time allocation	90 minutes
Standar Competence	Recognizing kinds of text related to some fields and professions
Basic Competence	Read and recognize some basic informations of the text correctly in the context of professional or individual use SQ3R technique

I. Indicators:

1. Students are able to read the text correctly
2. Students are able to use SQ3R technique to comprehend the text correctly
3. Students are able to finding out the basic information of the text use SQ3R correctly

II. Goal of the study:

Students are able to find out the basic information of the text use SQ3R technique

III. Materials of the lesson:

The material is used in teaching and learning process are:

- a. Reading text
- b. Introduction how use SQ3R in reading
- c. Explains the steps of using SQ3R in reading text

IV. Teaching and Learning Process

Steps	Activities
1. Opening	a. Teacher greets all students in the class and students prepare for the lesson b. Teacher checks the student's attendance list c. Teacher introduces students SQ3R technique in reading
2. Content	a. Teacher explains about the purpose of the study b. Teacher explains and introduces one of the reading techniques named SQ3R

	c. Teacher explains some steps in using SQ3R d. Teacher explains how to finding basic information use SQ3R e. Teacher gives a text to the students f. Students read the text and analyze some basic informations g. Students read the text and analyze the basic information use SQ3R (individual) h. Students finding out the basic information of the text use SQ3R (individual) i. Teacher gives comment
3. Closing	Students are given a homework by the teacher to finding out some basic informations of the text use SQ3R (individual)

V.Sources

1. English book
2. Reading material handout form the internet
3. Reading book (Reading Power)

VI. Scoring

Reading Exercise	Text Reading Comprehension
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Jakarta, 12 Desember 2011

Teacher

Ria Yuliasari

	b. Teacher explains and introduces one of the reading techniques named Skimming c. Teacher explains some steps to analyze the structural clues from the text use skimming technique d. Teacher explains how to finding out the pronounce reference use skimming technique e. Teacher gives a text to the students f. Students read the text and analyze some basic informations g. Students read the text and analyze the structural clues of the text (individual) h. Students finding out the pronounce refrence use skimming technique (individual) i. Teacher gives comment
3. Closing	Students are given a homework by the teacher to analyze the structural clues from the text and find out some pronounce reference use skimming technique (individual)

V.Sources

1. English book
4. Reading material handout form the internet
5. Reading book (Reading Power)

VI. Scoring

Reading Exercise	Text Reading Comprehension
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Jakarta, 9 Desember 2011

Teacher

Ria Yuliasari

	purpose of the study - Teacher explains and introduces one of the reading techniques named SQ3R - Teacher explains some steps in finding out the main idea from the text use SQ3R technique - Teacher gives a text to the students - Students read the text and finding out the main idea from the text - Students read the text and find out main idea from the text use SQ3R technique (group work) - Students brings meaning to the text - Students in group present their finding in front of the class - Teacher gives comment
3. Closing	Students are given a homework by the teacher to find out main idea use SQ3R technique (individually)

V.Sources

1. English book
2. Reading material handout form the internet
3. Reading book (Reading Power)

VI. Scoring

Reading Exercise	Text Reading Comprehension
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Jakarta, 16 Desember 2011

Teacher

Ria Yuliasari

LESSON PLAN

Place	Universitas Islam As-syafi'iyah Jakarta
Subject	Reading (English)
Class/ semester	25a, 1
Meeting	2
Time allocation	90 minutes
Standar Competence	Recognizing kinds of text related to some fields and professions
Basic Competence	Read and recognize some basic informations of the text correctly in the context of professional or individual use SQ3R

I. Indicators:

1. Students are able to read the text correctly
2. Students are able to finding out the main idea use SQ3R technique
3. Students are able to find out main idea, and bring meaning to the text use SQ3R technique

II. Goal of the study:

Students are able to finding out the main idea from the text and bring meaning to the text use SQ3R technique

III. Materials of the lesson:

The material is used in teaching and learning process are:

- a. Reading text
- b. Introduction how to find out the main idea
- c. Finding out the main idea and bring meaning to the text use SQ3R technique

IV. Teaching and Learning Process

Steps	Activities
1. Opening	a. Teacher greets all students in the class and students prepare for the lesson b. Teacher checks the student's attendance list c. Teacher reviews the last topic by asking some question how to finding out basic information use SQ3R technique
2. Content	a. Teacher explains about the

	- Teacher explains about the purpose of the study - Teacher explains and introduces one of the reading techniques named SQ3R - Teacher explains some steps to analyze the structural clues from the text use SQ3R technique - Teacher explains how to finding out the pronounce reference use SQ3R technique - Teacher gives a text to the students - Students read the text and analyze some basic informations - Students read the text and analyze the structural clues of the text (individual) - Students finding out the pronounce reference use SQ3R technique (group) - Teacher gives comment
3. Closing	Students give comment about two kinds of reading technique named Skimming and SQ3R

V.Sources

- English book
- Reading material handout form the internet
- Reading book (Reading Power)

VI. Scoring

Reading Exercise	Text Reading Comprehension
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Jakarta, 23 Desember 2011

Teacher

Ria Yuliasari

LESSON PLAN

Place	Universitas Islam As-syaf'iyah Jakarta
Subject	Reading (English)
Class/ semester	25a. 3
Meeting	3
Time allocation	90 minutes
Standar Competence	Recognizing kinds of text related to some fields and professions
Basic Competence	Read and recognize some basic informations of the text correctly in the context of professional or individual use skimming technique

I. Indicators:

1. Students are able to read the text correctly
2. Students are able to analyze the structural clues of the text use SQ3R technique
3. Students are able to finding out the pronoun reference use SQ3R technique

II. Goal of the study:

Students are able to analyze the structural clues from the text and finding out the pronoun reference use SQ3R technique
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III. Materials of the lesson:

The material is used in teaching and learning process are:
a. Reading text
b. Introduction how to analyze the structural clues from the text use SQ3R technique
c. Finding out the pronoun reference use SQ3R technique

IV. Teaching and Learning Process

Steps	Activities
1. Opening	a. Teacher greets all students in the class and students prepare for the lesson b. Teacher checks the student's attendance list c. Teacher reviews the last topic by asking some question how to finding out the main idea and bring meaning to the text

5. According to the passage, the Hollywood sign was first built in...
- 1923
 - 1949
 - 1973
 - 1978
6. Which of the following is NOT mentioned about Hollywoodland?
- it used to be the name of an area of Los Angeles
 - there were houses for sale there
 - it was formerly the name of the sign in the hills
 - it was the most expensive area of Los Angeles
7. The passage indicates that the sign suffered because?
- people damaged it
 - it was not fixed
 - the weather was bad
 - it was poorly constructed
8. It can be inferred from the passage that the Hollywood sign was how old it was necessary to replace it completely?
- ten years old
 - twenty- six years old
 - fifty- years old
 - fifty- five years old
9. The word "replace" in line 12 is closest in meaning to which of the following?
- moved to a new location
 - destroyed
 - exchanged for a newer one
 - found again
10. According to the passage, how did celebrities help with the new sign?
- they played instruments
 - they helped get the money
 - they raised the sign
 - they took part in work parties to build the sign

Passage 2

Read the passage and answer the following questions no. 11-14!

Some American Indians grew corn, sunflowers, squash, beans, and pumpkins in garden plots. To prepare a garden plot, they first killed the trees there by cutting off a ring of bark to kill the tree. Then they stretched the ground with a stone hoe or with the bone of a deer or buffalo, or they used a stick sharpened in the fire. Some Indians put a dead fish into the hole where they planted the corn in order to provide food for the corn plant.

11. This story is mainly about?
- hunting
 - fishing

Reading Comprehension Exercise

Put a circle around the letter (a, b, c, or d) to each correct answer!

Passage 1

Read the passage and answer the following questions no. 1- 10!

The Hollywood sign in the hills that line the northern border of Los Angeles is a famous landmark recognized the world over. The white-painted, 50-foot-high, sheet metal letter can be seen from great distances across the Los Angeles basin.

The sign was not constructed, as one might suppose, by the movie business as a means of celebrating the importance of Hollywood to his industry; instead, it was first constructed in 1923 as a means of advertising homes for sale in a 500-acre housing subdivision in a part of Los Angeles called "Hollywoodland". The sign that was constructed at the time, of course, said "Hollywoodland". Over the years people began referring to the area by the shortened version "Hollywood" and after the sign and its site were donated to the city in 1945, the last four letters were removed.

The sign suffered from years of disrepair, and in 1973 it needed to be completely replaced, at a cost of \$27,700 per letter. Various celebrities were instrumental in helping to raise needed funds. Rock star Alice Cooper, for example, bought an O in memory of Groucho Marx, and Hugh Hefner of Playboy fame held a benefit party to raise the money for the Y. The construction of the new sign was finally completed in 1978.

1. What is the topic of this passage?
 - a. a famous sign
 - b. a famous city
 - c. world landmark
 - d. Hollywood versus Hollywoodland
2. The expression "the world over" in line 2 could be replaced by?
 - a. in the Northern parts of the world
 - b. on the top of the world
 - c. in the entire world
 - d. in the skies
3. It can be inferred from the passage that most people think that the Hollywood sign was the world constructed by?
 - a. an advertising company
 - b. the movie industry
 - c. a construction company
 - d. the city of Los Angeles
4. The pronoun "it" in line 5 refers to?
 - a. the sign
 - b. the movie business
 - c. the importance of Hollywood
 - d. this industry

18. Water flowing downhill is the sign of?
- a. a bay
 - b. a river
 - c. a pond
 - d. a lake
19. Long ago, water in the Great Lakes flowed?
- a. into the Hudson Bay
 - b. into the Mississippi River
 - c. toward the Western mountains
 - d. in the opposite direction

Passage 4

Read the passage below and answer the following questions no. 20 - 24 !

Many mountains and hills in the West are dead volcanoes. In Arizona there are thousands of them, separated from one another on the otherwise flat land. There are also volcanoes in the West that are not dead but are sleeping. Who knows when one might blow apart or shoot rock and ashes into the air? Not long ago, the entire side of Mount Saint Helens was blown away - rock and soil were thrown into the air, and forest were blown flat.

20. A sleeping volcano -
- a. rumbles while it sleeps
 - b. might wake up someday
 - c. will always sleep
 - d. will surely awaken
21. "Dead" in the story means -
- a. is sleeping
 - b. makes no sound or movements
 - c. is cold
 - d. will never blow up again
22. This story is mostly about -
- a. Mount Saint Helens
 - b. volcanoes
 - c. volcanoes in the West
 - d. dead volcanoes
23. before it was blown apart, Mount Saint Helens was -
- a. a dead volcano
 - b. a sleeping volcano
 - c. a hill in Arizona
 - d. a mountain in Arizona
24. Which statement is most true?
- a. the volcanoes are always found among mountains
 - b. all volcanoes explode through a hole in the top
 - c. the explosion of a volcano can cause a wind
 - d. Mount Saint Helens is not in the west

- c. farming
 - d. vegetables
12. The dead fish in the story was used?
- a. to keep away wild animals
 - b. to put out the fire
 - c. to provide food
 - d. as bait
13. Why did the Indians kills the trees?
- a. so that sunlight could reach the growing plants
 - b. a, b, c are correct
 - c. to provide room from the growing plants
 - d. to let food and water in the soil go to the plants instead of the tress
14. Which of these is NOT mentioned in the story?
- a. corn
 - b. tomatoes
 - c. squash
 - d. pumpkins

Passage 3

Read the passage below and answer the following questions no. 15- 19 !

North America is changing. The sea tears away some coasts and builds up others. Rivers cut away their banks, and hills, and mountains are worn away. Some of the Western mountains seem to be slowly rising. The coasts of New Jersey is sinking about two feet in a hundred years. The land in Canada toward the Hudson Bay is rising; someday, thousands or millions of years from now, the water in the Great Lakes might possibly finds its way into the Mississippi River, as it did long ago, instead of into the St.Lawrance River.

15. This stroy is mainly about?
- a. changes in the Earth of North America
 - b. the wearing away of the land
 - c. changes in Canada and New Jersey
 - d. what might happen to water in the Great Lakes
16. Water in the Great Lakes might someday flow into the Mississippi River because?
- a. the land in Canada is rising
 - b. the banks of the rivers are being worn away
 - c. mountains are rising
 - d. coast lines are changing
17. Which statement is most true?
- a. water from the Great Lakes flows into the Mississippi River
 - b. water in some Canadian Rivers might someday end up in the Mississippi river instead of in the Lawrance River
 - c. the St. Lawrence River flows into the Great Lakes
 - d. the Mississippi River flows into the Great Lakes

Correlations

Appendix 1

		Correlations										
		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	TOT X1
X1	Pearson Correl	1	-.080	.503*	.169	.028	.178	.118	.230	.199	.203	.598*
	Sig. (1-tailed)		.312	.000	.148	.431	.135	.235	.076	.109	.104	.000
	N	40	40	40	40	40	40	40	40	40	40	40
X2	Pearson Correl	-.080	1	-.019	-.108	-.162	-.067	-.132	.008	-.173	-.158	.494*
	Sig. (1-tailed)	.312		.455	.254	.160	.484	.209	.438	.144	.165	.001
	N	40	40	40	40	40	40	40	40	40	40	40
X3	Pearson Correl	.503*	-.019	1	.131	.000	.104	.032	.135	-.072	.219	.437*
	Sig. (1-tailed)	.000	.455		.210	.500	.261	.422	.294	.330	.087	.002
	N	40	40	40	40	40	40	40	40	40	40	40
X4	Pearson Correl	.169	-.108	.131	1	.044	-.229	.134	.129	.271*	.277*	.378*
	Sig. (1-tailed)	.148	.254	.210		.383	.087	.172	.214	.045	.042	.008
	N	40	40	40	40	40	40	40	40	40	40	40
X5	Pearson Correl	.028	.162	.000	.044	1	.093	.095	-.080	.034	.208	.426*
	Sig. (1-tailed)	.431	.160	.500	.353		.284	.279	.312	.418	.099	.003
	N	40	40	40	40	40	40	40	40	40	40	40
X6	Pearson Correl	.178	-.067	.104	-.229	.093	1	.000	.143	-.168	-.327*	.134
	Sig. (1-tailed)	.135	.484	.261	.087	.284		.500	.189	.151	.020	.200
	N	40	40	40	40	40	40	40	40	40	40	40
X7	Pearson Correl	.118	-.132	.032	.154	.065	.000	1	-.044	-.070	.215	.255
	Sig. (1-tailed)	.235	.209	.422	.172	.279	.500		.393	.333	.091	.056
	N	40	40	40	40	40	40	40	40	40	40	40
X8	Pearson Correl	.230	.008	.135	.129	-.080	.143	-.044	1	-.216	-.301*	.295*
	Sig. (1-tailed)	.076	.438	.204	.214	.312	.189	.393		.090	.025	.032
	N	40	40	40	40	40	40	40	40	40	40	40
X9	Pearson Correl	.199	-.173	-.072	.271*	.034	-.168	-.070	-.216	1	.211	.202
	Sig. (1-tailed)	.109	.144	.330	.045	.418	.151	.333	.090		.095	.106
	N	40	40	40	40	40	40	40	40	40	40	40
X10	Pearson Correl	.203	-.158	.219	.277*	.208	-.327*	.215	-.301*	.211	1	.261
	Sig. (1-tailed)	.104	.165	.087	.042	.099	.020	.091	.029	.095		.052
	N	40	40	40	40	40	40	40	40	40	40	40
TOT_X	Pearson Correl	.598*	.494*	.437*	.378*	.426*	.134	.255	.295*	.202	.261	1
	Sig. (1-tailed)	.000	.001	.002	.008	.003	.285	.056	.032	.196	.052	
	N	40	40	40	40	40	40	40	40	40	40	40

** Correlation is significant at the 0.01 level (1-tailed).

* Correlation is significant at the 0.05 level (1-tailed).

Reliability

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS: - SCALE (ALPHA)

Item-total Statistics

Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
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Passage 5

Read the passage below and answer the following questions no. 25 - 30!

The Indians made little progress during the thousands of years before The Europeans came. One reason for this was that horses, cows, sheep, pigs, and chickens were not found in America. Without horses, the Indians had time digging up the soil, and they could only get animal food by hunting. Another reason for their lack of progress was that they did not know how to use metals to make tools. Stones and flat bones do not make good tools.

25. Why is it better to raise animals than to hunt for them?
- a hunting takes too much time
 - hunting is a sport
 - hunted animals are too sickly
 - wild animals cannot be eaten
26. The Indians made tools out of -
- the bones of horses and cows
 - stones and wild animals bones
 - metals
 - arrowhead
27. Which of these is NOT a tool?
- hammer
 - knife
 - buffalo bones
 - screwdriver
28. This story is mainly about -
- problems the Indians had
 - how poor the Indians were
 - reasons for the Indians lack progress
 - a, b, c are correct
29. "They" in line 3 refers to -
- Europeans
 - cows
 - animals
 - Indians
30. Which of these animals were not found in America?
- horses, goat, cats, and birds
 - horses, goat, pigs, dogs, and chickens
 - horses, cows, sheep, pigs, and chickens
 - horse, cows, elephants, birds, and dogs

X1	8.9750			
X2	7.8500	2.8968		
X3	9.2000	2.1308	.1990	
X4	9.1000	3.2410	-.0021	.1167
X5	8.9250	3.4769	.2466	.4144
X6	7.5750	3.2506	.0683	.1310
		3.1224	-.1095	.2125
			.1418	.1859
				.1617

Reliability Coefficients

N of Cases = 40.0

Alpha = .2228

N of Items = 6

Reliability

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
X1	6.5000	1.1282		
X2	6.7250	1.5891	.4010	.1682
X4	6.6250	1.7276	.3710	.2754
X5	6.4500	1.8436	.2018	.3720
X6	5.1000	1.5282	-.0069	.5183
			.1763	.3926

Reliability Coefficients

N of Cases = 40.0

N of Items = 5

Alpha = .4144

Reliability

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
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X1	5.1000			
X3	5.3250	.8615		
X4	5.2250	1.3019	.4422	
X8	3.7000	1.4609	.4099	.3013
		1.1897	.1994	.3900
			.2397	.5265
				.5156

Reliability Coefficients

N of Cases = 40.0

N of Items = 4

Alpha = .5183

Reliability

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
X1	3.8750	.5737	.4473	.2235
X3	4.1000	.9641	.4198	.3723
X8	2.4750	.8712	.2218	.6181

Reliability Coefficients

N of Cases = 40.0

N of Items = 3

Alpha = .5265

Reliability

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
X1	1.1250	.1635	.5028	.
X3	1.3500	.4385	.5028	.

Correlations

		X15	X16	X17	X18	X19	TOT_X3
X15	Pearson Correlation	1	-.167	.191	.035	-.232	.388**
	Sig. (1-tailed)		.152	.119	.415	.075	.007
	N	40	40	40	40	40	40
X16	Pearson Correlation	-.167	1	-.145	-.093	.167	.312*
	Sig. (1-tailed)	.152		.185	.283	.151	.025
	N	40	40	40	40	40	40
X17	Pearson Correlation	.191	-.145	1	-.275*	-.244	.303*
	Sig. (1-tailed)	.119	.185		.043	.064	.029
	N	40	40	40	40	40	40
X18	Pearson Correlation	.035	-.093	-.275*	1	-.211	.104
	Sig. (1-tailed)	.415	.283	.043		.096	.262
	N	40	40	40	40	40	40
X19	Pearson Correlation	-.232	.167	-.244	-.211	1	.540**
	Sig. (1-tailed)	.075	.151	.064	.096		.000
	N	40	40	40	40	40	40
TOT_X3	Pearson Correlation	.388**	.312*	.303*	.104	.540**	1
	Sig. (1-tailed)	.007	.025	.029	.262	.000	
	N	40	40	40	40	40	40

**. Correlation is significant at the 0.01 level (1-tailed).

*. Correlation is significant at the 0.05 level (1-tailed).

Reliability

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
X15	4.4750	.6712	.1492	.5829
X16	4.5750	1.1737	-.1792	.7275
X17	3.9750	.4865	.6891	.0158
X19	4.0000	.4615	.7161	-.0333

Reliability Coefficients

N of Cases = 40.0

N of Items = 4

Alpha = .5241

Reliability

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
X15	3.3750			
X17	2.8750	.8558	.2053	.9708
X19	2.9000	.4712	.7647	.3483
		.4513	.7805	.3182

Reliability Coefficients

N of Cases = 40.0

N of Items = 3

Alpha = .7275

Correlations

Correlations

		X20	X21	X22	X23	X24	TOT_X4
X20	Pearson Correlation	1	.029	.288*	.050	-.076	.330*
	Sig. (1-tailed)		.429	.036	.380	.320	.019
	N	40	40	40	40	40	40
X21	Pearson Correlation	.029	1	.145	-.120	-.099	.455**
	Sig. (1-tailed)	.429		.185	.230	.271	.002
	N	40	40	40	40	40	40
X22	Pearson Correlation	.288*	.145	1	.312*	-.180	.702**
	Sig. (1-tailed)	.036	.185		.025	.134	.000
	N	40	40	40	40	40	40
X23	Pearson Correlation	.050	-.120	.312*	1	.072	.670**
	Sig. (1-tailed)	.380	.230	.025		.329	.000
	N	40	40	40	40	40	40
X24	Pearson Correlation	-.076	-.099	-.180	.072	1	.142
	Sig. (1-tailed)	.320	.271	.134	.329		.191
	N	40	40	40	40	40	40
TOT_X4	Pearson Correlation	.330*	.455**	.702**	.670**	.142	1
	Sig. (1-tailed)	.019	.002	.000	.000	.191	
	N	40	40	40	40	40	40

*. Correlation is significant at the 0.05 level (1-tailed).

**. Correlation is significant at the 0.01 level (1-tailed).

Reliability

***** Method 1 [space saver] will be used for this analysis *****

Reliability Coefficients

N of Cases = 40.0

Alpha = .6181

Correlations

N of Items = 2

		Correlations				
		X11	X12	X13	X14	TOT_X2
X11	Pearson Correlation	1	.072	.000	-.080	.385**
	Sig. (1-tailed)		.330	.500	.313	.007
	N	40	40	40	40	40
X12	Pearson Correlation	.072	1	-.172	.175	.500**
	Sig. (1-tailed)	.330		.144	.140	.001
	N	40	40	40	40	40
X13	Pearson Correlation	.000	-.172	1	.254	.476**
	Sig. (1-tailed)	.500	.144		.057	.001
	N	40	40	40	40	40
X14	Pearson Correlation	-.080	.175	.254	1	.738**
	Sig. (1-tailed)	.313	.140	.057		.000
	N	40	40	40	40	40
TOT_X2	Pearson Correlation	.385**	.500**	.476**	.738**	1
	Sig. (1-tailed)	.007	.001	.001	.000	
	N	40	40	40	40	40

**. Correlation is significant at the 0.01 level (1-tailed).

Reliability

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
X11	5.4000	.6564	.3131	.6914
X13	5.5500	.4590	.5901	.3073
X14	5.6000	.5024	.4423	.5357

Reliability Coefficients

N of Cases = 40.0

Alpha = .6323

Correlations

N of Items = 3

		Correlations						
		X25	X26	X27	X28	X29	X30	TOT_X5
X25	Pearson Correlation	1	-.031	-.157	.044	.419*	.070	.015
	Sig. (1-tailed)		.428	.187	.383	.004	.334	.000
	N	40	40	40	40	40	40	40
X26	Pearson Correlation	-.031	1	.059	.361*	-.157	.067	.420*
	Sig. (1-tailed)	.428		.360	.011	.187	.340	.003
	N	40	40	40	40	40	40	40
X27	Pearson Correlation	-.157	.059	1	-.100	-.230	-.278*	.078
	Sig. (1-tailed)	.187	.360		.278	.077	.041	.317
	N	40	40	40	40	40	40	40
X28	Pearson Correlation	.044	.361*	-.100	1	-.097	.186	.537*
	Sig. (1-tailed)	.393	.011	.278		.275	.125	.000
	N	40	40	40	40	40	40	40
X29	Pearson Correlation	.419*	-.157	-.230	-.097	1	-.154	.509*
	Sig. (1-tailed)	.004	.187	.077	.275		.172	.000
	N	40	40	40	40	40	40	40
X30	Pearson Correlation	.070	.067	-.278*	.186	-.154	1	.222
	Sig. (1-tailed)	.334	.340	.041	.125	.172		.084
	N	40	40	40	40	40	40	40
TOT_X5	Pearson Correlation	.015	.420*	.078	.537*	.509*	.222	1
	Sig. (1-tailed)	.000	.003	.317	.000	.000	.084	
	N	40	40	40	40	40	40	40

*. Correlation is significant at the 0.01 level (1-tailed).

* Correlation is significant at the 0.05 level (1-tailed).

Reliability

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
X25	0.1750	.9173	-.0923	.6415
X26	0.1250	.6250	.5157	.0369
X28	0.5500	.5615	.3178	.1918
X29	0.0750	.7378	.2600	.2867

Reliability Coefficients

N of Cases = 40.0

N of Items = 4

Alpha = .3937

Reliability

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
X20	9.5000			
X21	8.8750	.6154	.5923	.3344
X22	9.4750	.4712	.0550	.9469
X23	9.5000	.5635	.5535	.3003
		.6154	.5923	.3344

Reliability Coefficients

N of Cases = 40.0

N of Items = 4

Alpha = .5251

Reliability

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
X20	5.9250	.2250	.9429	.8889
X22	5.9000	.1949	.8202	1.0000
X23	5.9250	.2250	.9429	.8889

Reliability Coefficients

N of Cases = 40.0

N of Items = 3

Alpha = .9469

Correlations

Appendix 2

Pengujian Validitas

Pengujian ini dilakukan untuk mengetahui apakah semua pertanyaan (instrumen) penelitian yang diajukan untuk mengukur variabel penelitian adalah valid. Jika valid berarti instrumen itu dapat digunakan untuk mengukur apa yang hendak diukur (Singarimbun dan Sofian Effendi, 1995).

Pengujian validitas dilakukan dengan mencari korelasi dari setiap indikator terhadap skor totalnya dengan menggunakan rumus teknik korelasi "Product Moment" (Singarimbun dan Sofian Effendi, 1995:137).

Dasar pengambilan keputusan uji validitas adalah sebagai berikut:

Jika $p\text{-value} < 0.05 \rightarrow$ *constructer* valid

Jika $p\text{-value} > 0.05 \rightarrow$ *constructer* tidak valid

Hasil pengujian validitas untuk reading 1 adalah sebagai berikut :

Konstruk	Koefisien Korelasi	p-value	Keputusan
1.	0,598**	0,000	Valid
2.	0,494**	0,001	Valid
3.	0,437**	0,001	Valid
4.	0,378*	0,008	Valid
5.	0,426*	0,003	Valid
6.	0,134	0,205	Tidak Valid
7.	0,255	0,056	Tidak Valid
8.	0,395**	0,032	Valid
9.	0,202	0,106	Tidak Valid
10.	0,261	0,052	Tidak Valid

* correlation is significant at the 0.01 level

** correlation is significant at the 0.05 level

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
X26	5.3250			
X28	5.7500	.4814	.6081	.3622
X29	5.2750	.4487	.3249	.7771
		.5122	.4822	.5196

Reliability Coefficients

N of Cases = 40.0

Alpha = .6415

N of Items = 3

Konstruk	Koefisien Korelasi	p-value	Keputusan
1. Pertanyaan 11	0,385**	0,007	Valid
2. Pertanyaan 12	0,500**	0,001	Valid
3. Pertanyaan 13	0,476**	0,001	Valid
4. Pertanyaan 14	0,738*	0,008	Valid

0.01 level

** correlation is significant at the 0.01 level

Pengujian Reliabilitas

Koefisien Cronbach's Alpha untuk masing-masing variabel penelitian adalah sebagai berikut :

Konstruk	Items	Cronbach's Coefficient Alpha
Reading 2	3 (X 11,X13,X 14)	0,6323

Sumber : data diolah (lihat lampiran)

Sumber : data diolah (lihat lampiran)

Berdasarkan tabel di atas, koefisien Cronbach's Alpha untuk masing-masing konstruk > 0.60, artinya Cronbach's Alpha dapat diterima (*acceptable*).

Berdasarkan hasil uji validitas dan reliabilitas untuk reading 2 dapat disimpulkan pertanyaan yang valid dan reliable hanya pertanyaan no 11,13 dan no 14.

Hasil pengujian validitas untuk reading 3 adalah sebagai berikut :

Konstruk	Koefisien Korelasi	p-value	Keputusan
1. Pertanyaan 15	0,388**	0,007	Valid
2. Pertanyaan 16	0,312*	0,025	Valid

Pengujian Reliabilitas

Reliabilitas adalah istilah yang dipakai untuk menunjukkan sejauh mana suatu hasil pengukuran relatif konsisten apabila pengukuran diulangi dua kali atau lebih. Reliabilitas adalah indeks yang menunjukkan sejauh mana suatu alat pengukur dapat dipercaya atau dapat diandalkan (Singarimbun dan Sofian Effendi, 1995:122-140).

Mengingat alat ukur yang digunakan untuk mengukur variabel-variabel dalam penelitian ini adalah kuesioner yang terdiri dari beberapa pertanyaan, maka perlu diuji reliabilitas dari setiap variabel yang digunakan dengan melihat *Cronbach's coefficient alpha* sebagai koefisien dari reliabilitas. *Cronbach's coefficient alpha* dapat diartikan sebagai hubungan positif antara item/pertanyaan satu dengan yang lainnya. Dimana menurut Sekaran, (2000:312) *Cronbach's coefficient alpha* yang cukup dapat diterima (*acceptable*) adalah yang bernilai antara 0,60 sampai 0,70 atau lebih.

Dasar pengambilan keputusan uji Reliabilitas :

Cronbach's Alpha > 0.6 → Cronbach's Alpha *acceptable* (construct reliable)

Cronbach's Alpha < 0.6 → Cronbach's Alpha *poor acceptable* (construct unreliable)

Koefisien Cronbach's Alpha untuk masing-masing variabel penelitian adalah sebagai berikut :

Konstruk	Items	Cronbach's Coefficient Alpha
Reading 1	6	0,228

Sumber : data diolah (lihat lampiran)

Berdasarkan tabel di atas, koefisien Cronbach's Alpha untuk masing-masing konstruk < 0,60, artinya Cronbach's Alpha tidak dapat diterima (*acceptable*). Untuk itu dilakukan uji reliabilitas berikutnya

Konstruk	Items	Cronbach's Coefficient Alpha
Reading 1	2 (X1 dan X3)	0,6181

Sumber : data diolah (lihat lampiran)

Berdasarkan tabel di atas, koefisien Cronbach's Alpha untuk masing-masing konstruk > 0,60, artinya Cronbach's Alpha dapat diterima (*acceptable*). Untuk itu dilakukan uji reliabilitas berikutnya.

Berdasarkan hasil uji validitas dan reliabilitas untuk reading 1 dapat disimpulkan pertanyaan yang valid dan reliable hanya pertanyaan no 1 dan no 3.

Hasil pengujian validitas untuk reading 2 adalah sebagai berikut :

2.	Pertanyaan 21	0,455**	0,002	Valid
3.	Pertanyaan 22	0,702**	0,000	Valid
4.	Pertanyaan 23	0,670**	0,000	Valid
5.	Pertanyaan 24	0,142	0,191	Tidak Valid

0.01 level

** correlation is significant at the 0.01 level

Pengujian Reliabilitas

Koefisien Cronbach's Alpha untuk masing-masing variabel penelitian adalah sebagai berikut :

Konstruk	Items	Cronbach's Coefficient Alpha
Reading 4	4 (X 20,X21,X 22,X23)	0,5251

Sumber : data diolah (lihat lampiran)

Berdasarkan tabel di atas, koefisien Cronbach's Alpha untuk masing-masing konstruk < 0.60, artinya Cronbach's Alpha tidak dapat diterima (*not acceptable*). Untuk itu dilakukan uji reliabilitas berikutnya.

Konstruk	Items	Cronbach's Coefficient Alpha
Reading 4	3 (X 20,X 22,X23)	0,9469

Sumber : data diolah (lihat lampiran)

Berdasarkan hasil uji validitas dan reliabilitas untuk reading 4 dapat disimpulkan pertanyaan yang valid dan reliable hanya pertanyaan no 20,22 dan no 23.

Hasil pengujian validitas untuk reading 5 adalah sebagai berikut :

3.	Pertanyaan 17	0,303*	0,029	Valid
4.	Pertanyaan 18	0,104	0,262	Tidak Valid
5.	Pertanyaan 19	0,540**	0,000	Valid

0.01 level

** correlation is significant at the 0.05 level

Pengujian Reliabilitas

Koefisien Cronbach's Alpha untuk masing-masing variabel penelitian adalah sebagai berikut :

Konstruk	Items	Cronbach's Coefficient Alpha
Reading 3	4 (X 15,X16,X 17,X19)	0,5241

Sumber : data diolah (lihat lampiran)

Berdasarkan tabel di atas, koefisien Cronbach's Alpha untuk masing-masing konstruk < 0.60, artinya Cronbach's Alpha tidak dapat diterima (*not acceptable*). Untuk itu dilakukan uji reliabilitas berikutnya.

Konstruk	Items	Cronbach's Coefficient Alpha
Reading 3	3 (X 15,X 17,X19)	0,7275

Sumber : data diolah (lihat lampiran)

Berdasarkan hasil uji validitas dan reliabilitas untuk reading 3 dapat disimpulkan pertanyaan yang valid dan reliable hanya pertanyaan no 15,17 dan no 19.

Hasil pengujian validitas untuk reading 4 adalah sebagai berikut :

Konstruk	Koefisien Korelasi	p-value	Keputusan
1. Pertanyaan 20	0,330*	0,019	Valid

Reading Comprehension Exercise

Put a circle around the letter (a,b,c,or d) to each correct answer!

Passage 1

Read the passage and answer the following questions no. 1- 6 !

The Hollywood sign in the hills that line the northern border of Los Angeles is a famous landmark recognized the world over. The white- painted, 50-foot- high, sheet metal letter can be seen from great distances across the Los Angeles basin.

The sign was not constructed, as one might suppose, by the movie business as a mean of celebrating the importance of Hollywood to his industry; instead, it was first constructed in 1923 as a means of advertising homes for sale in a 500 acre housing subdivision in a part of Los Angeles called "Hollywoodland". The sign that was constructed at the time, of course, said "Hollywoodland". Over the years people began referring to the area by the shortened version "Hollywood" and after the sign and its site were donated to the city in 1945, the last four letters were removed.

The sign suffered from years of disrepair, and in 1973 it needed to be completely replace, at a cost of \$27,700 per letter. Various celebrities were instrumental in helping to raise needed funds. Rock star Alice Cooper, for example, bought an O in memory of Groucho Marx, and Hugh Hefner of Playboy fame held a benefit party to raise the money for the Y. The construction of the new sign was finally completed in 1978.

1. What is the topic of this passage?
 - a. a famous sign
 - b. a famous city
 - c. world landmark
 - d. Hollywood versus Hollywoodland
2. The expression "the world over" in line 2 could be replaced by?
 - a. in the Northern parts of the world
 - b. on the top of the world
 - c. in the entire world
 - d. in the skies
3. It can be inferred from the passage that most people think that the Hollywood sign was the world constructed by?
 - a. an advertising company
 - b. the movie industry

- c. a construction company
- d. the city of Los Angeles
- 4. The pronoun "it" in line 5 refers to?
 - a. the sign
 - b. the movie bussiness
 - c. the importance of Hollywood
 - d. this industry
- 5. According to the passage, the Hollywood sign was first built in...
 - a. 1923
 - b. 1949
 - c. 1973
 - d. 1978
- 6. It can be inferred from the passage that the Hollywood sign was how old it was necessary to replace it completely?
 - a. ten years old
 - b. twenty- six years old
 - c. fifty- years old
 - d. fifty- five years old

Passage 2

Read the passage and answer the following questions no 7-10!

Some Ameican Indians grew corn, sunflowers, squash, beans, and pumpkins in garden plots. To prepare a garden plot, they first killed the trees there by cutting off a ring of bark to kill the tree. Then they strached the ground with a stone hoe or with the bone of a deer or buffalo, or they used a stick sharpened in the fire. Some indians put a dead fish into the hole where they planted the corn in order to provide food for the corn plant.

- 7. This story is mainly about?
 - a. hunting
 - b. fishing
 - c. farming
 - d. vegetables
- 8. The dead fish in the story was used?
 - a. to keep away wild animals
 - b. to put out the fire
 - c. to provide food
 - d. as bait
- 9. Why did the Indians kills the trees?

Konstruk	Koefisien Korelasi	p-value	Keputusan
1. Pertanyaan 25	0,615**	0,000	Valid
2. Pertanyaan 26	0,420**	0,003	Valid
3. Pertanyaan 27	0,078	0,317	Tidak Valid
4. Pertanyaan 28	0,536**	0,000	Valid
5. Pertanyaan 29	0,509	0,000	Valid
6. Pertanyaan 30	0,222	0,084	Tidak Valid

0.05 level

** correlation is significant at the 0.05 level

Pengujian Reliabilitas

Koefisien Cronbach's Alpha untuk masing-masing variabel penelitian adalah sebagai berikut :

Konstruk	Items	Cronbach's Coefficient Alpha
Reading 5	4 (X 25,X26,X 28,X29)	0,3937

Sumber : data diolah (dikur Jangirani)

Berdasarkan tabel di atas, koefisien Cronbach's Alpha untuk masing-masing konstruk < 0.60, artinya Cronbach's Alpha tidak dapat diterima (not acceptable). Untuk itu dilakukan uji reliabilitas berikutnya.

Konstruk	Items	Cronbach's Coefficient Alpha
Reading 5	3 (X 26,X 28,X29)	0,6415

Sumber : data diolah (dikur Jangirani)

Berdasarkan hasil uji validitas dan reliabilitas untuk reading 5 dapat disimpulkan pertanyaan yang valid dan reliable hanya pertanyaan no 26,28 dan no 29.

- a. so that sunlight could reach the growing plants
 - b. a, b, c are correct
 - c. to provide room from the growing plants
 - d. to let food and water in the soil go to the plants instead of the tress
10. Which of these is NOT mentioned in the story?
- a. corn
 - b. tomatoes
 - c. squash
 - d. pumpkins

Passage 3

Read the passage below and answer the following questions no. 11-14

North America is changing. The sea tears away some coasts and builds up others. Rivers cut away their banks, and hills, and mountains are worn away. Some of the Western mountains seem to be slowly rising. The coasts of New Jersey is sinking about two feet in a hundred years. The land in Canada toward the Hudson Bay is rising; someday, thousands or millions of years from now, the water in the Great Lakes might possibly finds its way into the Mississippi River, as it did long ago, instead of into the St.Lawrance River.

11. This stroy is mainly about?
- a. changes in the Earth of North America
 - b. the wearing away of the land
 - c. changes in Canada and New Jersey
 - d. what might happen to water in the Great Lakes
12. Water in the Great Lakes might someday flow into the Mississippi River because?
- a. the land in Canada is rising
 - b. the banks of the rivers are being worn away
 - c. mountains are rising
 - d. coast lines are changing
13. Which statement is most true?
- a. water from the Great Lakes flows into the Mississippi River
 - b. water in some Canadian Rivers might someday end up in the Mississippi river instead of in the Lawrance River
 - c. the St. Lawrence River flows into the Great Lakes
 - d. the Mississippi River flows into the Great Lakes
14. Long ago, water in the Great Lakes flowed?
- a. into the Hudson Bay
 - b. into the Mississippi River

d. arrowhead

19. This story is mainly about –

a. problems the Indians had

b. how poor the Indians were

c. reasons for the Indians lack progress

d. a, b, c are correct

20. "They" in line 3 refers to –

a. Europeans

b. cows

c. animals

d. Indians

Answer Sheet

Reading Comprehension

Name :

Class :

No	Options			
	a	b	c	d
1	a	b	c	d
2	a	b	c	d
3	a	b	c	d
4	a	b	c	d
5	a	b	c	d
6	a	b	c	d
7	a	b	c	d
8	a	b	c	d
9	a	b	c	d
10	a	b	c	d

No	Options			
	a	b	c	d
11	a	b	c	d
12	a	b	c	d
13	a	b	c	d
14	a	b	c	d
15	a	b	c	d
16	a	b	c	d
17	a	b	c	d
18	a	b	c	d
19	a	b	c	d
20	a	b	c	d

TRUE	
FALSE	
Total Score	

- c. toward the Western mountains
- d. in the opposite direction

Passage 4

Read the passage below and answer the following questions no. 15-17!

Many mountains and hills in the West are dead volcanoes. In Arizona there are thousands of them, separated from one another on the otherwise flat land. There are also volcanoes in the West that are not dead but are sleeping. Who knows when one might blow apart or shoot rock and ashes into the air? Not long ago, the entire side of Mount Saint Helens was blown away – rock and soil were thrown into the air, and forest were blown flat.

- 15. A sleeping volcano –
 - a. rumbles while it sleeps
 - b. might wake up someday
 - c. will always sleep
 - d. will surely awaken
- 16. This story is mostly about –
 - a. Mount Saint Helens
 - b. volcanoes
 - c. volcanoes in the West
 - d. dead volcanoes
- 17. before it was blown apart, Mount Saint Helens was –
 - a. a dead volcano
 - b. a sleeping volcano
 - c. a hill in Arizona
 - d. a mountain in Arizona

Passage 5

Read the passage below and answer the following questions no. 18 - 20!

The Indians made little progress during the thousands of years before The Europeans came. One reason for this was that horses, cows, sheep, pigs, and chickens were not found in America. Without horses, the Indians had time digging up the soil, and they could only get animal food by hunting. Another reasons for their lack of progress was that they did not know how to use metals to make tools. Stones and flat bones do not make good tools.

- 18. The Indians made tools out of –
 - a. the bones of horses and cows
 - b. stones and wild animals bones
 - c. metals

Appendix 3

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	cognitive style , SQ3R Technique, Skimming ^a Technique		Enter

a. All requested variables entered.

b. Dependent Variable: English reading comprehension

Model Summary^a

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.479 ^a	.229	.165	3.782

a. Predictors: (Constant), cognitive style , SQ3R Technique, Skimming Technique

b. Dependent Variable: English reading comprehension

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	152.957	3	50.986	3.564	.023 ^a
	Residual	514.943	36	14.304		
	Total	667.900	39			

a. Predictors: (Constant), cognitive style , SQ3R Technique, Skimming Technique

b. Dependent Variable: English reading comprehension

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	48.245	7.386		6.532	.000		
	Skimming Technique	-.078	.088	-.263	-.887	.381	.243	4.115
	SQ3R Technique	.129	.114	.333	1.127	.267	.246	4.064
	cognitive style	-11.354	4.030	-.434	-2.818	.008	.904	1.107

a. Dependent Variable: English reading comprehension

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	Skimming Technique	SQ3R Technique	cognitive style
1	1	3.850	1.000	.00	.00	.00	.00
	2	.041	9.832	.00	.06	.01	.27
	3	.006	25.101	.60	.24	.01	.69
	4	.002	40.199	.40	.70	.98	.04

a. Dependent Variable: English reading comprehension

Residuals Statistics^a

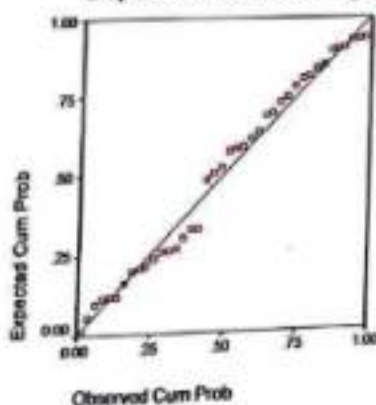
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	30.00	43.52	41.45	1.980	40
Residual	-8.59	5.80	.00	3.634	40
Std. Predicted Value	-5.782	1.043	.000	1.000	40
Std. Residual	-2.270	1.535	.000	.961	40

a. Dependent Variable: English reading comprehension

Charts

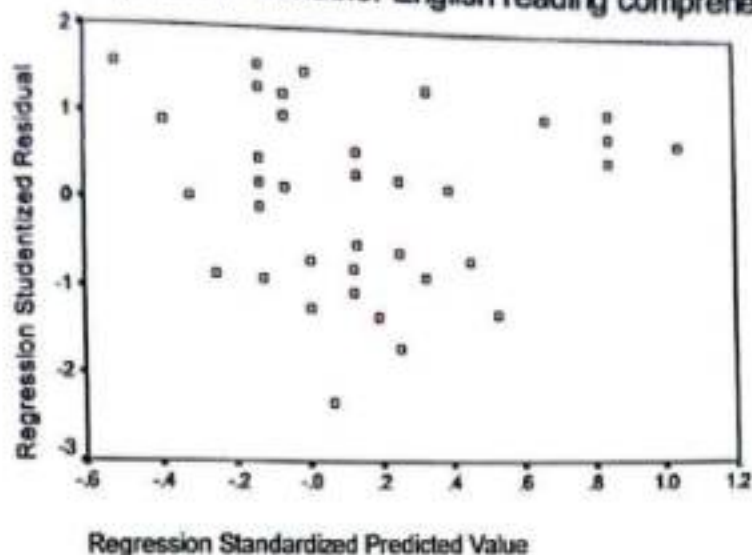
Normal P-P Plot of Regression Stand

Dependent Variable: English reading



Scatterplot

Dependent Variable: English reading comprehension



ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
English reading comprehension * Skimming Technique	Between Groups	(Combined)	321.011	11	30.002	2.501	.025
		Linearity	16.842	1	16.842	1.400	.247
		Deviation from Linearity	314.170	10	31.417	2.611	.022
	Within Groups		336.889	28	12.032		
Total			667.900	39			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
English reading comprehension * SQSR Technique	Between Groups	(Combined)	202.753	8	25.344	1.689	.141
		Linearity	35.057	1	35.057	2.336	.137
		Deviation from Linearity	167.696	7	23.956	1.567	.173
	Within Groups		465.147	31	15.005		
Total			667.900	39			

ANOVA Table^a

			Sum of Squares	df	Mean Square	F	Sig.
English reading comprehension * cognitive style	Between Groups	(Combined)	134.464	1	134.464	9.579	.004
	Within Groups		533.436	38	14.038		
	Total		667.900	39			

a. With fewer than three groups, linearity measures for English reading comprehension * cognitive style cannot be computed.

Answer Key
Reading Comprehension

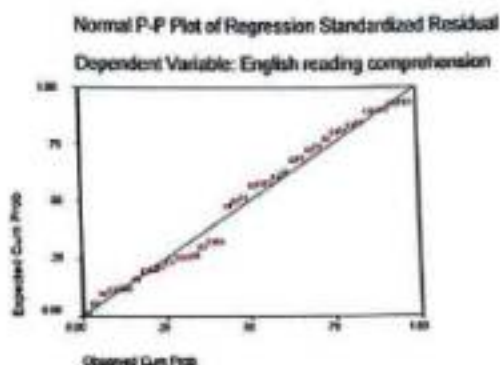
No	Answer	No	Answer
1.	A	11.	A
2.	D	12.	A
3.	A	13.	B
4.	A	14.	B
5.	A	15.	C
6.	C	16.	D
7.	C	17.	B
8.	C	18.	C
9.	B	19.	B
10.	B	20.	D

Appendix 4

1.1 Uji Normalitas

Pengujian ini bertujuan untuk mengkaji apakah dalam suatu model regresi, variabel dependen dan variabel independen mempunyai distribusi normal atau tidak. Model regresi yang baik adalah memiliki distribusi data normal atau mendekati normal.

Salah satu cara uji normalitas dilakukan dengan menggunakan uji *PP plot* yaitu dengan membandingkan distribusi kumulatif dari distribusi normal yang membentuk garis lurus dibandingkan dengan plot data residual, dan jika plot data residual berada disekitar garis diagonal, maka dapat dikatakan bahwa data terdistribusi normal.



Berdasarkan gambar di atas plot data residual berada di sekitar garis diagonal, dengan demikian maka dapat dikatakan bahwa data terdistribusi normal.

Pengujian Linearitas

Asumsi linearitas adalah asumsi yang akan memastikan apakah data yang kita miliki sesuai dengan garis linear atau tidak. Asumsi ini dapat diketahui dengan mencari nilai deviation from linearity dari uji F linear. Jika angka pada Deviation From Linearity lebih besar dari 0,05 ($> 0,05$), berarti hubungan antara variable dependen dengan variable independen adalah linear.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
English reading comprehension * SQRT Technique	Between Groups	(Constant)	202.753	8	25.344	1.689	.141
	Groups	Linearity	35.057	1	35.057	2.336	.137
		Deviation from Linearity	167.695	7	23.956	1.597	.173
	Within Groups		495.147	31	15.975		
Total			697.900	39			

berdasarkan hasil pengujian terlihat bahwa nilai Sig. untuk Deviation from Linearity sebesar 0,173 yang berarti lebih besar dari 0,05 dengan demikian, dapat disimpulkan bahwa terdapat hubungan yang linear antara variable dependen dan independen.

Hasil pengujian heteroskedastisitas ditunjukkan pada tabel berikut :

Uji Homogenitas Regresi

Uji homogenitas untuk persyaratan analisis regresi menggunakan teknik yang sama dengan uji homogenitas untuk persyaratan uji perbedaan. Perbedaannya terletak pada cara pengelompokan data variabel terikat. Jika pada uji perbedaan, pengelompokan data variabel terikat didasarkan pada kelompok sampel, maka pada uji homogenitas pada uji regresi, pengelompokan data variabel terikat dilakukan berdasarkan data variabel bebas.

o Jika signifikansi yang diperoleh $> 0,05$, maka variansi setiap sampel sama (homogen)

o Jika signifikansi yang diperoleh $< 0,05$, maka variansi setiap sampel tidak sama (tidak homogen)

Test of Homogeneity of Variances^a

		Levene Statistic	df1	df2	Sig.
English reading comprehension	Based on Mean	1,000	3	51	,362
	Based on Median	1,250	3	51	,301
	Based on Median and with adjusted df	1,250	3	47,981	,300
	Based on trimmed mean	1,062	3	51	,361

a. English reading comprehension is constant when cognitive style = F/D. It has been omitted.

Ternyata pengujian dengan statistik Based on Mean diperoleh signifikansi 0,362 melebihi 0,05, dengan demikian data penelitian di atas homogen.

Uji Multikolinearitas

Multikolinearitas menunjukkan bahwa antara variabel independent mempunyai hubungan langsung (berkorelasi).

Multikolinearitas terjadi jika nilai *Variance Inflation Factor* (VIF) melebihi 10 (Ghozali, 2002).

Untuk mendeteksi ada atau tidaknya multikolinearitas dalam model regresi adalah sbb:

1. Nilai R^2 yang dihasilkan oleh suatu estimasi model regresi adalah sangat tinggi (0,70-1,0), tetapi secara individual variabel-variabel bebas menunjukkan tidak signifikan mempengaruhi variabel terikat.
2. Multikolinearitas dapat juga dilihat dari (1) nilai tolerance dan (2) nilai Variance Inflation Factor (VIF). Tolerance mengukur variabilitas variabel bebas yang terpilih yang tidak dapat dijelaskan oleh variabel bebas lainnya. Jadi nilai Tolerance yang rendah sama dengan nilai VIF yang tinggi (karena $VIF = 1/\text{tolerance}$) dan menunjukkan adanya kolinearitas yang tinggi. Nilai *cutoff* yang umum dipakai adalah nilai tolerance diatas 0,10 atau sama dengan nilai VIF diatas 10. (Ghozali, 2002).

Langkah-langkah pengujian multikolinearitas

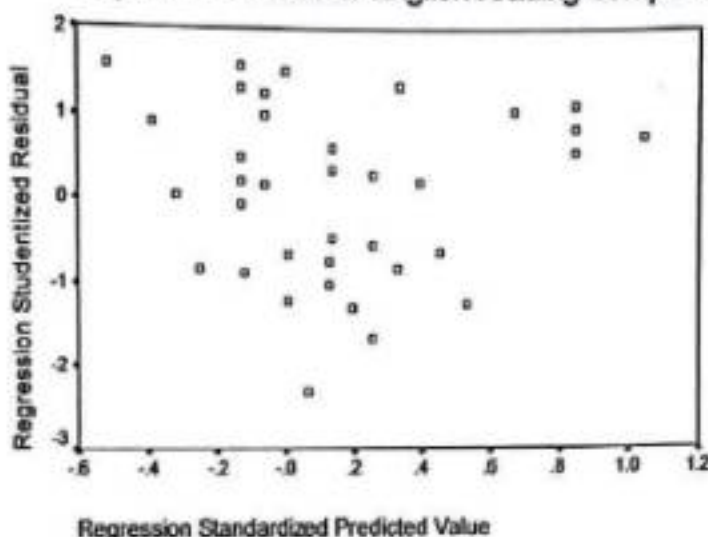
Test of Homogeneity of Variance^a

		Levene Statistic	df1	df2	Sig.
English reading comprehension	Based on Mean	1.090	3	51	.362
	Based on Median	1.250	3	51	.301
	Based on Median and with adjusted df	1.250	3	42.981	.303
	Based on trimmed mean	1.092	3	51	.361

a. English reading comprehension is constant when cognitive style = FD. It has been omitted.

Scatterplot

Dependent Variable: English reading comprehe



Dari tabel di atas diketahui bahwa tidak terdapat masalah heteroskedastisitas dalam model regresi, tidak ada pola yang jelas, serta titik-titik menyebar diatas dan dibawah angka nol pada sumbu Y, maka asumsi heteroskedastisitas telah terpenuhi

Koefisien Determinasi (Pengujian Model Fit)

Model Summary^a

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.479 ^a	.229	.165	3.782

a. Predictors: (Constant), cognitive style , SQ3R Technique, Skimming Technique

b. Dependent Variable: English reading comprehension

Dari hasil pengolahan Regresi Berganda diketahui bahwa koefisien determinasi $\text{adjusted } R^2 = 0,165$. Artinya seluruh variabel independen, mampu menjelaskan variasi dari variabel dependen (English Reading Comprehension) adalah sebesar 16,5% sedangkan sisanya ($100\% - 16,5\% = 83,5\%$) mampu dijelaskan oleh faktor-faktor lain yang tidak diikutsertakan dalam model.

Uji F (Uji Serentak)

Digunakan untuk menguji apakah secara bersama-sama seluruh variabel independen mempunyai pengaruh yang signifikan terhadap variabel dependen.

$$H_0 : b_1 = b_2 = b_3 = 0$$

Secara bersama-sama tidak terdapat pengaruh yang signifikan antara seluruh variabel independen (Skimming technique, SQ3R, Cognitive style) terhadap variabel dependen (Reading comprehension).

$$H_a : b_1 \neq b_2 \neq b_3 \neq 0$$

Secara bersama-sama terdapat pengaruh yang signifikan antara seluruh variabel independen (Skimming technique, SQ3R, Cognitive style) terhadap variabel dependen (Reading comprehension).

Dasar Pengambilan Keputusan :

Berdasarkan probabilitas

Jika $p\text{-value} < 0,05$, maka H_0 ditolak

Jika $p\text{-value} > 0,05$, maka H_0 gagal ditolak

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	152.957	3	50.986	3.564	.023 ^a
	Residual	514.943	36	14.304		
	Total	667.900	39			

a. Predictors: (Constant), cognitive style, SQ3R Technique, Skimming Technique

b. Dependent Variable: English reading comprehension

Dari pengujian Regresi dengan melihat table Anova, diketahui bahwa $p\text{-value}$ sebesar 0,023 lebih kecil dari 0,05 maka H_0 ditolak, yang berarti Secara bersama-sama terdapat pengaruh yang signifikan antara seluruh variabel independen (Skimming technique, SQ3R, Cognitive style) terhadap variabel dependen (Reading comprehension).

Uji Parsial (Uji T)

Uji T dilakukan untuk mengetahui pengaruh dari masing-masing variabel bebas terhadap variabel tidak bebas. Hasil uji t adalah sbb:

1. Pengambilan keputusan berdasarkan probabilitas:

Jika $p\text{-value} < \text{tingkat kesalahan} (\alpha = 0.05)$, maka H_0 ditolak

$p\text{-value} > \text{tingkat kesalahan} (\alpha = 0.05)$, maka H_0 gagal ditolak (H_0 diterima)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	48.245	7.386		6.532	.000		
	Skimming Technique	-.078	.088	-.263	-.887	.381	.243	4.115
	SQ3R Technique	.129	.114	.333	1.127	.267	.246	4.064
	cognitive style	-11.354	4.030	-.434	-2.818	.008	.904	1.107

a. Dependent Variable: English reading comprehension

Ho : Tidak ada multikolinearitas

Ha : Ada multikolinearitas

Dasar Pengambilan Keputusan :

Jika $VIF > 10$, maka Ho ditolak (ada multikolinearitas)

Jika $VIF < 10$, maka Ho gagal ditolak (tidak ada multikolinearitas)

Dari hasil pengolahan data statistik diperoleh table pengujian multikolinearitas sbb :

Tabel Hasil Uji Multikolinearitas

Variabel	VIF	Kesimpulan
Skimming technique	4,115	Tidak ada multikolinearitas
SQ3R	4,064	Tidak ada multikolinearitas
Cognitive style	1,107	Tidak ada multikolinearitas

Sumber : Data diolah (lihat lampiran)

Berdasarkan tabel diatas, diketahui bahwa seluruh variabel independen mempunyai nilai $VIF < 10$, yang berarti tidak ada multikolinearitas sehingga model yang digunakan dalam penelitian dapat diteruskan.

Uji Heteroskedastisitas

Uji heteroskedastisitas bertujuan untuk menguji apakah dalam model regresi terjadi ketidaksamaan varians dari residual suatu pengamatan ke pengamatan yang lain. Heteroskedastisitas menunjukkan bahwa varians dari setiap *error* bersifat heterogen yang berarti melanggar asumsi klasik yang mengisyaratkan bahwa varians dari *error* harus bersifat *homogen*. Pengujian heteroskedastisitas dapat dilakukan dengan menggunakan *scatplot*, yaitu variabel dependen pada sumbu X adalah ZPRED dan variabel independen pada sumbu Y adalah residualnya SRESID. Dasar pengambilan keputusannya adalah sebagai berikut :

1. Jika ada pola tertentu, seperti titik-titik yang ada membentuk pola tertentu yang teratur (bergelombang, melebar kemudian menyempit), maka mengindikasikan telah terjadi pelanggaran heteroskedastisitas.

Jika tidak ada pola yang jelas, serta titik-titik menyebar diatas dan dibawah angka nol pada sumbu Y, maka asumsi heteroskedastisitas telah terpenuhi
Hasil pengujian heteroskedastisitas ditunjukkan pada tabel berikut :

Reading Comprehension

No	Name	No of questions																														TOT	Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
1	Responden 1	1	1	1	1	2	2	2	1	3	3	3	3	2	2	1	1	2	2	1	3	4	4	3	3	2	2	2	2	4	3		73
2	Responden 2	1	4	1	1	2	2	2	3	3	2	3	2	2	2	1	2	2	1	3	3	2	3	3	2	3	3	2	3	4	3		77
3	Responden 3	2	2	1	1	1	2	2	3	2	2	2	3	2	2	1	1	1	2	2	3	4	4	3	3	3	2	2	2	4	3		77
4	Responden 4	1	1	1	2	1	2	2	3	3	2	3	4	2	3	1	1	1	2	2	3	4	4	2	3	3	3	3	2	4	3		80
5	Responden 5	2	4	1	1	2	2	1	3	3	2	3	3	3	2	2	1	2	2	1	3	3	4	4	2	3	3	3	3	4	3		63
6	Responden 6	1	1	1	1	2	2	3	2	2	2	3	2	2	2	1	2	1	2	2	3	2	3	3	3	2	3	3	2	4	3		63
7	Responden 7	2	1	2	1	1	2	2	3	2	2	3	2	3	2	2	1	1	2	1	3	4	4	2	3	3	3	3	2	3	3		63
8	Responden 8	1	2	1	2	1	1	2	3	3	3	3	2	3	2	2	1	2	2	1	2	3	4	4	2	3	3	3	2	3	4		63
9	Responden 9	2	1	1	2	2	1	3	3	3	4	2	3	1	1	2	2	1	3	4	4	3	4	4	3	3	3	2	3	4	3		73
10	Responden 10	1	1	1	1	2	2	1	3	3	2	3	3	2	2	1	1	2	1	2	3	4	4	3	3	3	3	2	2	4	3		83
11	Responden 11	2	3	1	1	1	2	1	3	3	2	3	3	2	2	1	1	2	2	1	3	4	4	3	3	3	3	2	3	4	3		80
12	Responden 12	1	4	1	2	2	2	3	3	2	3	3	2	3	1	1	2	2	1	3	4	4	3	3	3	3	3	2	3	4	2		77
13	Responden 13	1	4	1	1	1	2	1	3	3	2	3	2	3	2	3	1	1	2	2	3	3	3	2	3	3	3	3	2	4	2		77
14	Responden 14	1	3	2	1	1	2	2	3	2	3	2	3	2	3	1	1	2	2	1	3	4	4	3	3	3	3	2	3	2	3		73
15	Responden 15	1	4	1	1	1	2	1	3	2	2	3	3	2	3	1	1	2	2	1	3	4	3	3	3	3	3	2	3	4	3		77
16	Responden 16	1	4	1	1	2	2	3	2	2	3	3	2	2	1	1	2	2	1	3	4	4	3	3	3	3	3	2	3	4	3		87
17	Responden 17	1	4	1	1	2	2	2	3	2	2	3	2	2	1	1	2	2	1	3	4	4	2	3	3	3	3	2	2	4	3		66
18	Responden 18	1	4	1	1	2	2	2	3	2	2	3	2	3	1	1	1	2	2	3	4	3	3	3	3	3	3	2	2	3	3		73
19	Responden 19	1	4	1	2	1	1	1	2	3	2	3	3	2	3	1	1	2	2	1	3	4	4	3	3	3	3	2	2	4	3		73
20	Responden 20	1	4	1	1	2	2	3	2	2	3	3	2	2	2	1	1	2	2	3	3	3	2	2	3	3	2	2	3	4		80	
21	Responden 21	1	4	1	1	1	2	2	3	2	2	3	3	2	2	1	1	2	1	2	3	4	4	2	3	3	3	2	3	3		73	
22	Responden 22	1	3	1	1	1	1	2	2	3	2	3	3	2	2	1	1	1	2	2	3	3	4	2	3	3	3	2	3	3		80	
23	Responden 23	2	2	1	1	1	2	2	3	2	3	2	3	2	3	1	1	1	2	2	3	4	4	3	3	3	3	2	2	4	3		70
24	Responden 24	1	1	1	1	1	2	1	1	3	2	3	3	2	3	2	1	2	1	3	3	2	2	3	2	3	2	2	2	4	3		83
25	Responden 25	1	4	1	1	1	2	1	3	3	2	3	3	2	2	1	1	2	1	3	4	4	3	3	2	3	2	2	3	3		70	
26	Responden 26	2	2	1	2	3	2	2	3	3	2	3	2	2	1	1	2	2	1	3	4	4	3	3	2	3	2	2	3	3		73	
27	Responden 27	4	3	3	2	2	2	3	3	3	3	3	2	2	1	2	2	2	2	3	4	4	3	3	3	3	2	2	3	4		70	
28	Responden 28	1	2	2	1	1	2	1	3	3	2	3	3	4	2	1	2	2	1	3	2	4	2	3	3	3	2	2	4	3		70	
29	Responden 29	1	1	1	2	1	2	2	3	4	2	2	2	3	1	1	2	2	2	3	4	4	3	3	3	3	2	2	3	4		70	

Tabel Hasil Uji Parsial (Uji T) :

Variabel	Sig.	Kesimpulan
Skimming technique	0,381	Ho gagal ditolak (tidak ada pengaruh signifikan)
SQ3R	0,267	Ho gagal ditolak (tidak ada pengaruh signifikan)
Cognitive style	0,008	Ho ditolak (ada pengaruh signifikan)

Sumber : Data diolah (lihat lampiran)

Questionnaire

Questionnaire																
No	Name	No of Statements												TOT	Cognitive Style	
		1	2	3	4	5	6	7	8	9	10	11	12		FI	FD
1	Responden 1	2	5	2	4	3	4	5	5	2	4	2	5	43	FI	
2	Responden 2	2	2	3	2	4	3	3	5	2	4	4	3	37	FI	
3	Responden 3	3	5	3	4	4	4	4	5	3	4	3	4	46	FI	
4	Responden 4	3	4	3	2	3	3	4	4	3	4	2	3	38	FI	
5	Responden 5	2	5	3	4	4	4	4	5	3	4	2	5	45	FI	
6	Responden 6	3	4	3	3	4	3	3	4	3	4	3	4	41	FI	
7	Responden 7	2	5	3	4	5	4	3	5	4	5	2	5	47	FI	
8	Responden 8	3	4	4	3	5	4	4	4	4	3	3	3	44	FI	
9	Responden 9	2	4	3	2	4	3	4	4	2	4	3	4	39	FI	
10	Responden 10	4	3	2	3	4	3	3	4	2	4	3	4	38	FI	
11	Responden 11	2	5	4	3	5	4	4	5	4	3	3	4	46	FI	
12	Responden 12	2	5	4	3	3	2	1	2	2	2	4	3	33	FI	
13	Responden 13	3	3	5	3	5	3	2	4	1	5	1	5	40	FI	
14	Responden 14	5	5	4	3	3	1	5	5	2	3	3	3	42	FI	
15	Responden 15	2	5	4	2	5	1	4	5	2	1	1	4	35	FI	
16	Responden 16	4	2	4	2	5	4	4	5	1	5	2	5	43	FI	
17	Responden 17	3	3	2	2	5	3	2	5	3	5	2	5	40	FI	
18	Responden 18	3	5	3	4	4	4	4	5	3	4	3	4	46	FI	
19	Responden 19	3	4	3	2	3	3	4	4	3	4	2	3	38	FI	
20	Responden 20	5	3	4	4	4	4	4	5	3	4	2	5	47	FI	
21	Responden 21	5	3	4	3	4	5	4	4	3	4	4	3	46	FI	
22	Responden 22	5	3	4	3	4	5	4	4	3	4	4	3	46	FI	
23	Responden 23	3	4	3	3	4	4	4	3	3	5	3	4	43	FI	
24	Responden 24	3	4	3	4	4	4	4	3	3	5	3	4	44	FI	
25	Responden 25	4	2	4	2	5	2	4	4	2	4	3	4	40	FI	
26	Responden 26	3	4	3	3	4	3	3	4	3	4	3	4	41	FI	
27	Responden 27	2	5	4	3	5	4	4	5	4	3	3	4	46	FI	
28	Responden 28	4	2	4	2	5	2	4	4	2	4	3	4	40	FI	
29	Responden 29	4	3	2	3	4	3	3	4	2	4	3	3	38	FI	
30	Responden 30	3	4	4	3	5	4	4	3	3	3	3	3	42	FI	
31	Responden 31	2	5	4	3	3	2	1	2	2	2	2	2	30		FD
32	Responden 32	1	4	3	2	5	2	4	4	1	5	1	5	37	FI	
33	Responden 33	3	4	5	2	4	3	4	2	2	4	2	4	39	FI	
34	Responden 34	2	5	4	2	3	4	5	5	2	4	2	5	43	FI	
35	Responden 35	2	2	3	2	4	3	3	5	2	4	4	3	37	FI	
36	Responden 36	2	4	3	2	4	3	4	4	2	4	3	4	39	FI	
37	Responden 37	2	5	3	4	5	4	3	5	4	5	2	5	47	FI	
38	Responden 38	2	5	3	4	4	4	4	5	3	4	2	5	45	FI	
39	Responden 39	2	5	3	4	5	4	3	5	4	5	2	5	47	FI	
40	Responden 40	3	4	5	2	4	4	3	4	2	2	2	4	39	FI	
TOT																

Learning Style Questionnaire

Give a checklist (✓) on the boxes below!

Very Agree = 5

Agree = 4

Hesitant = 3

Disagree = 2

Very Disagree = 1

NO	Statement	5	4	3	2	1
1	I have no problem concentrating amid noise and confusion					
2	I need a quite environment in order to concentrate well					
3	I enjoy analyzing grammar structure					
4	I find grammar analysis tedious and boring					
5	I must understand every word of what I read or hear					
6	I don't mind reading or listening in the L2 without understanding every single word as					
7	I think classroom study is the key to effective language learning					
8	I think communication is the key to effective language learning					
9	I prefer working alone to working with other people					
10	I really enjoy working with other people in pairs or group					
11	Receiving feedback from other people really doesn't effect my learning at all					
12	I find feedback useful as a means of understanding my problems areas					

[illegible]

Scoring system of FI and FD students:

Participant Description	
Student's Name	
Age	
Class	
Learning Style	

No	1	2	3	4	5	6	7	8	9	10	11	12	Total Score
Score													

Scoring system:

Very Agree : 5

Agree : 4

Hesitant : 3

Disagree : 2

Very Disagree :

Gruping system:

0 - 30 = FD

31 - 60 = FI

Kuesioner Gaya Belajar

Berilah Tanda Silang (X) atau Checklist (✓) Pada Salah Satu Kotak Dibawah ini!

SS = Sangat Setuju

S = Setuju

R = Ragu-ragu

TS = Tidak Setuju

STS = Sangat Tidak Setuju

NO	Statement	SS	S	R	TS	STS
		5	4	3	2	1
1	Saya tetap dapat berkonsentrasi di lingkungan yang ramai dan gaduh					
2	Saya pikir proses belajar dikelas adalah kunci belajar bahasa yang efektif					
3	Saya membutuhkan situasi yang tenang agar dapat berkonsentrasi penuh					
4	Saya pikir komunikasi adalah kunci belajar bahasa yang efektif					
5	Saya menyukai pelajaran struktur kalimat atau grammar					
6	Saya lebih menyukai belajar sendiri daripada belajar berkelompok					
7	Saya merasa bahwa pelajaran grammar atau struktur kalimat adalah hal yang membosankan					
8	Saya menyukai belajar bersama, berdua, atau berkelompok					
9	Saya merasa perlu memahami arti setiap kata Bahasa Inggris yang saya baca atau dengar					
10	Saya tidak membutuhkan penjelasan dari orang lain ketika belajar					
11	Saya tidak memiliki masalah dalam membaca atau menyimak Bahasa Inggris tanpa memahami arti setiap kata selama saya dapat menangkap ide pokoknya					
12	Saya memerlukan penjelasan dari orang lain untuk memahami permasalahan yang saya hadapi					

40	Nesong Herlina	75
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Reading Comprehension Use Skimming Technique

No.	Name	Score
1	Nurul Komariah	85
2	Shinta Damayanti	65
3	Lusiana Ariyani	70
4	Anistia Sari Puspita	55
5	Rinda Widiarsih	75
6	Fitriana Hidayah	85
7	Mufaroha	90
8	Sintia Anggriani	70
9	Syarifah Fauziyah	95
10	Ahmad Fadillah	95
11	Nurul Hasbiah	85
12	Nusaibah Azzahro	80
13	Ely Nurlaili F	70
14	Dwi Puji Purnama L.	85
15	Siti Maryam Muemanah	100
16	Ekawati Juniarti U	70
17	Muhammad Andika Fajar	95
18	Nurhayati Hasbiah	80
19	Kiki Septia	60
20	Liana Apresanti	85
21	Resa Thea Auriyani	75
22	Ajen Jaelani	85
23	Rizki Damayanti	100
24	Anita	75
25	Nurmala Sari	100
26	Nuraini Rahayu	65
27	Siti Sarah	40
28	Indah Nuranisa	70
29	Sabrina Lurasati	60
30	Nabilla	75
31	Gustya Putri Lestari	50
32	Tuti Robiyatu Uluwiyah	65
33	M. Arfian Firmendo	65
34	Rini Riyanti	80
35	Herlina Utami	85
36	Aliviani	75
37	Nurfaizah	85
38	Kardina	85

Reading Comprehension Use SQ3R Technique

No	Name	Score
1	Nurul Komariah	85
2	Shinta Damayanti	75
3	Lusiana Ariyani	70
4	Anistia Sari Puspita	65
5	Rinda Widiarso	80
6	Fitriana Hidayah	85
7	Mufaroha	90
8	Sintia Anggrani	80
9	Syarifah Fauzyah	95
10	Ahmad Fadillah	95
11	Nurul Hasbiah	85
12	Nusaibah Azzahro	85
13	Ely Nurlaili F	80
14	Dwi Puji Purnama L.	85
15	Siti Maryam Macmanah	100
16	Ekawati Juniarti U	80
17	Muhammad Andika Fajar	100
18	Nurhayati Hasbiah	100
19	Kiki Septia	80
20	Liana Apresanti	85
21	Resa Thea Auriani	80
22	Ajen Jaclani	100
23	Rizki Damayanti	100
24	Anita	75
25	Nurmala Sari	100
26	Nuraini Rahayu	70
27	Siti Sarah	70
28	Indah Nuranisa	80
29	Sabrina Larusati	70
30	Nabilla	80
31	Gustya Putri Lestari	65
32	Tuti Robiyatu Ulawiyah	75
33	M. Arfian Firnando	75
34	Rini Riyanti	90
35	Herlina Utami	90
36	Aliviani	86
37	Nurfakzah	100
38	Kardina	100
39	Yudhita	80

Questionnaire
Field Dependent and Field Independent style

No	Name	No of Statements												TOT	Cognitive	
		1	2	3	4	5	6	7	8	9	10	11	12		FI	FD
1	Nurul Komariah	2	5	2	4	3	4	5	5	2	4	2	5	43	FI	
2	Shinta Demayanti	2	2	3	2	4	3	3	5	2	4	4	3	37	FI	
3	Lusiana Ariyani	3	5	3	4	4	4	4	5	3	4	3	4	46	FI	
4	Anistia Sari Puspita	3	4	3	2	3	3	4	4	3	4	2	3	38	FI	
5	Rinda Widiansih	2	5	3	4	4	4	4	5	3	4	2	5	45	FI	
6	Fitriana Hidayah	3	4	3	3	4	3	4	3	4	3	4	4	41	FI	
7	Mufaroha	2	5	3	4	5	4	3	5	4	5	2	5	47	FI	
8	Sintia Anggrani	3	4	4	3	5	4	4	4	4	3	3	3	44	FI	
9	Syarifah Fauziyah	2	4	3	2	4	3	4	4	2	4	3	4	39	FI	
10	Alunad Fadillah	4	3	2	3	4	3	3	4	2	4	3	3	38	FI	
11	Nurul Hasbiah	2	5	4	3	5	4	4	5	4	3	3	4	46	FI	
12	Nusaibah Azzahro	2	5	4	3	3	2	1	2	2	2	4	3	33	FI	
13	Ely Nurilaili F	3	3	5	3	5	3	2	4	1	5	1	5	40	FI	
14	Dwi Puji Purnama L	5	5	4	3	3	1	5	5	2	3	3	3	42	FI	
15	Siti Maryam Maemanah	2	5	4	2	5	1	4	5	2	1	4	3	36	FI	
16	Ekawati Juniarti U	4	2	4	2	5	4	4	5	1	5	2	5	43	FI	
17	Muhammad Andika Fajar	3	3	2	2	5	3	2	5	3	5	2	5	40	FI	
18	Nurhasyati Hasbiah	3	5	3	4	4	4	4	5	3	4	3	4	46	FI	
19	Kiki Septia	3	4	3	2	3	3	4	4	3	4	2	3	38	FI	
20	Liana Apresanti	5	3	4	4	4	4	4	5	3	4	2	5	47	FI	
21	Resa Thea Aurlani	5	3	4	3	4	5	4	4	3	4	4	3	46	FI	
22	Ajen Jaeline	5	3	4	3	4	5	4	4	3	4	4	3	46	FI	

[illegible]

39	Yudhita	65
40	Neneng Herlina	65



**UNIVERSITAS INDRAPRASTA PGRI
(UNINDRA)
PROGRAM PASCASARJANA**

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Website : www.unindra.ac.id E-mail : university@cc.id

Jakarta, 13 Oktober 2011

No: 016 / S2 / UNINDRA / X / 2011
La : -
Hal: Permohonan untuk
Mengadakan Penelitian

Kepada Yth.
Dekan FKIP Universitas Islam
As-Syafi'iyah Jakarta

Dengan hormat,

Dalam rangka persiapan penyusunan karya ilmiah/tesis yang merupakan salah satu syarat untuk menyelesaikan studi di Universitas Indraprasta PGRI diperlukan data primer sebagai bahan penulisan

Selubungan dengan hal tersebut pimpinan Universitas Indraprasta PGRI dengan ini menerangkan bahwa :

Nama	: Ria Yuliasari
NIRM/NPM	: 2009747940
Program Studi	: Bahasa Inggris
Jerjang	: (S2) Strata Dua

Adalah mahasiswa Universitas Indraprasta PGRI mohon diperkenankan untuk mengadakan penelitian pada instansi/perusahaan yang Bapak/Ibu pimpin guna mendapatkan data yang diperlukan, sebagai bahan dalam penyusunan tesis yang berjudul :

The Effects of Method and Cognitive Style Towards Student's Reading Comprehension at University in East Jakarta

Atas perhatian dan kerja sama yang Bapak/Ibu berikan kami mengucapkan terima kasih.

Universitas Indraprasta PGRI
Direktur

Dr. Suparman IA, M. Sc

SURAT KETERANGAN

094/FKIP-UIA/AbIB/III/2011

Yang bertanda tangan di bawah ini Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Islam As – Syaffiyah (UIA) Jakarta, menerangkan bahwa :

Nama : RIA YULIASARI
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 Program Studi : PASCA SARJANA
 JURUSAN : BAHASA INGGRIS
 Instansi : Universitas Indraprasta PGRI



Adalah benar nama tersebut telah mengadakan riset di Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Islam As-Syaffiyah (UIA) pada bulan Desember 2011.

Demikian surat keterangan ini kami berikan kepada yang bersangkutan, untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan : Jakarta
 Tanggal : 10 Maret 2012

Wakil Dekan
 Fak. Keguruan & Ilmu Pendidikan
 Universitas Islam As-Syaffiyah



Sabar Lesmana, S.Pd, M.Si, BSD, Kons

PERSETUJUAN PENGAJUAN JUDUL THESIS
SEMESTER IV TAHUN AKADEMIK 2009/2010

NAMA : RIA YULIASARI
NPM : 2009 7479 40
PROGRAM PASCASARJANA : FBS
PROGRAM STUDI : PENDIDIKAN BAHASA INGGRIS

NO	JUDUL THESIS	PEMBIMBING MATERI	PEMBIMBING TEKNIK
1.	THE EFFECT OF METHOD AND COGNITIVE STYLE TOWARDS STUDENT'S READING COMPREHENSION AT UNIVERSITY IN EAST JAKARTA	Prof. Dr. Ahmad H.P. 	Dra. Sumaryati, M.Pd 

Jakarta, 7 Oktober 2011

Direktur Program Pascasarjana

Mahasiswa yang bersangkutan



Dr. Suparman, M.Sc



Ria Yuliasari