

**THE EFFECTIVENESS OF USING CURSORY READING TECHNIQUE
IN INCREASING THE SECOND YEAR STUDENTS' READING
ACHIEVEMENT OF SMA MUHAMMADIYAH KALOSI ENREKANG**



A Thesis

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PERNYATAAN KEASLIAN SKRIPSI

Dengan senantiasa mengharapkan ridha Allah swt., yang bertanda tangan di bawah ini menyatakan bahwa skripsi ini adalah benar-benar hasil karya penyusun sendiri. Jika di kemudian hari terbukti bahwa skripsi ini merupakan duplikat, tiruan atau dibuat oleh orang lain secara keseluruhan atau sebagian, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

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PERSETUJUAN PEMBIMBING

Pembimbing penulisan skripsi saudara St. Hajrah Nim. 20401106056, mahasiswi Jurusan Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar, setelah dengan seksama meneliti dan mengoreksi skripsi yang bersangkutan dengan judul **“THE EFFECTIVENESS OF USING CURSORY READING TECHNIQUE IN INCREASING THE SECOND YEAR STUDENTS’ READING ACHIEVEMENT OF SMA MUHAMMADIYAH KALOSI ENREKANG”** memandang bahwa skripsi tersebut telah memenuhi syarat- syarat ilmiah dan dapat disetujui untuk diajukan ke sidang munaqasyah.

Demikian persetujuan ini diberikan untuk dipergunakan dan diproses selanjutnya.

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PENGESAHAN SKRIPSI

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The Writer

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ABSTRACT

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The research aimed at finding out whether or not the cursory reading technique are effective to increase the students' reading achievement.

The objective of the research is finding out the students' reading comprehension achievement after a learning process through cursory reading technique. The problem statement of the research is: what is the second year students' achievement in reading by using cursory reading? Pre- experimental method was applied in this research with one group pre-test and post-test.

The instrument of this research was reading comprehension test that consisted 25 items. The population of this research was the second year students of SMA Muhammadiyah Kalosi Enrekang in 2010/2011 academic year.

The research used purposive sampling technique, taken from class X1 IPA III because the number of population was too large (150 students). The result of the data analysis showed that the mean score of pre test was 7,16 while the mean score of post test was 8,64. Then, the result of the test significant showed that t-test (12,26) was higher than t-table (2,064). Thus, it can be concluded that the use of cursory reading technique is effective in increasing the students' reading achievement.

CHAPTER I

INTRODUCTION

A. Background

It has been known that English language is the language of international communication. There are four skills, which have to be develop in learning a language, namely; reading, writing, speaking, and listening. Reading ability is the most important skill for most students. Success in studying depends in large part on our ability to read. Reading skill is as evidence and reason for the government to state English as the foreign language taught to Indonesian students from junior high school to university levels. The priority of the teaching English in schools is reading because it can cover three other skills. The people who often read books written in English, it will be easier for them to master the other skills as Achsin (1985:36) states that reading skill involves the three other skills: listening, speaking, and writing. Although methods and techniques of English teaching have been improved, outcomes of the student's knowledge are still far from satisfaction.

The teaching of English language at the SMA Muhammadiyah Kalosi Enrekang needs special attention because the students' interest in learning English, especially in reading material, is low enough. Students must be trained in order to enable them to understand written English. In teaching and learning process, the comprehension toward the reading material is the main goal but the fact shows that the majority of the students are not competent in English well. Halim (1987:2) states that most students encounter problems in comprehending an English test.

To increase the students' achievement at SMA Muhammadiyah Kalosi with hard work, the first thing we have to do is to make them realize about the importance of English. Most of them do not realize about the importance of English that they are not interested in learning it. The English teacher has to try hard to help the students increase their achievement. Teachers must give variations of teaching technique in reading class in order to motivate students to comprehend the reading text. In this case, the writer is going to discuss one variation of teaching especially in reading namely cursory reading technique. Cursory reading is serves as a general term in reading quickly involving skimming and scanning. Skimming is reading very quickly to find the general topic. One way to skim is to read only the first sentence of each paragraph. Scanning is reading very fast to find specific information. This technique is an excellent because it requires the reader to get information fast from the text. It can be easier to the reader answer question in the text.

The technique of teaching is necessary to develop especially to improve reading because the techniques of teaching influence the students' success. Therefore, the teachers of English must select suitable methods, technique, and material to teach.

Based on the statements and considering the importance reading skill for students in learning English, the writer is interested to know the student achievement is the cursory reading with the topic of the effectiveness of using cursory reading technique in increasing the second year students' reading achievement of SMA Muhammadiyah Kalosi Enrekang.

B. Problem Statement

Relating to the background previous the writer will formulate a problem statement that “what is the second year students’ achievement in reading by using cursory reading?”

C. Scope of the Research

The scope of the research is limited to the effectiveness of using cursory reading technique in increasing the second year students’ reading achievement of SMA Muhammadiyah Kalosi Enrekang.

D. Objective of the Research

This research aims at knowing the ability of the second year students’ of SMA Muhammadiyah Kalosi Enrekang and to know the effectiveness of the English teaching and apply it in learning process, it is expected to increase the students’ reading achievement by using cursory reading.

E. Significance of the Research

The outcomes of this research are expected to be very useful information for the English teachers in general and particularly for the teachers of the second year students of SMA Muhammadiyah Kalosi Enrekang to increase the students’ reading achievement y using cursory reading.

F. Operational Definition of Terms

1. Effectiveness

Hornby (1995:375) explains that effectiveness is a strong or pleading impression of something. It can be said that as a mutual of something or material applied. According to Neufeldt (1995: 5) states, that effectiveness is difference of capability of one technique to another. In other word, producing is the intended purpose.

2. Reading

Reading is a skill and knowledge to understand how phonemes or speech sounds is connected to print (National Institute for Literary 2006:2). From the definition above the writer conclude that reading is a process to know and understand the sound of the letters and then to read the words as good as possible.

According to Badrawi (1992:27), reading is both a process and product it is more than receiving meaning in a literal sense. It involves bringing and individual entire life experience and thinking power to hear to understand what the writer has encoded. Thus, prior sensory experiences provide the basis for comprehending what is bread. Above all, it is the product of human learning.

3. Cursory reading

The title of this section serves as a general term to denote the skills involved in reading quickly, skimming and scanning. The term skimming is used to denote the method of glancing through a text in order to become familiar with

the gist of the content; scanning refers to the skills used when reading in order to locate specific information. Skimming is a kind of reading technique that makes our eyes move quickly in order to get the main ideas from reading materials. Skimming permits people to give a general idea about material when that is their purpose rather than to read all materials in detail (Smith and Johnson, 1980: 258). Scanning is to read the text quickly to answer a specific question. This is kind of technique enable people to locate specific information without reading all the materials around it. Behrens and Rosen (1987: 136) state that scanning serves two functions: uncover relevant information and accelerates your reading speed and flexibility.

In tests of reading speed, the students are generally given a limited time in which to read the text. Care must be taken to avoid constructing questions on the less relevant points in the text, but the students should be expected to be familiar with the successive stages in which the text is developed. The actual reading speed considered necessary will be largely determined by the type of text being read and will vary according to the purpose for which it is being read. It is sufficient to note here that poor readers (native speakers) generally read below 200 words per minute; a speed of between 200 and 300 words per minute is considered to be an average speed; and 300 to 500 words is considered fast. On the other hand, it is realistic to expect no more than a reading speed of 300 words from many advanced learners of a second language.

4. Achievement

Achievement of the students' ability is to gain the objectives, which is stated in the curriculum, by bringing forward the evaluation with a standardized series of the test based upon what has been taught and learnt. Enre (1987) states that achievement is a maximal ability that reaches as a result from struggle. Therefore, it means that achievement is reached after doing learning activities.

CHAPTER II

REVIEW OF RELATED LITERATUR

This chapter presents review of related literature with some previous research finding, the concept of term, and hypotesis.

A. Previous Related Research

1. Baru (2000) in his research tried to find out whether or not the sixth semester students of English Departments, FBS UNM have good achievement in comprehending passage through three-guide level. He used three-level guides technique, the three-level guides in modification of the three-level of comprehension as its theory. The three –level guides are what the author says (literal);what do you believe the author means(interpretive); and you can take the information and the ideas from what you read and connect or collaborate them with what you already know(applied). And the result in his reseach is the sixth semester students of UNM have good achievement on reading comprehension through the three-level guide.
2. Jemma (2000) in his reseach tried to find out the effectiveness of the application of SQ3R technique in teaching authentic reading materials, and also to find out whether or not SQ3R and the conversational technique Three-phrase Technique (TPT) have significant difference in teaching authentic reading materials to the students of SLTP 3 Palangga. He conclude that the achievement of the students of SLTP 3 Palangga taught authentic reading

materials with TPT is also at poor classification although can improve the students achievement, the achievement of the students of SLTP 3 Palangga taught authentic reading materials with the SQ3R technique is at poor classification, and the SQ3R technique and the three –phase technique have significant difference in improving the students' achievement in reading authentic materials.

3. Sabriah (2002) found her thesis that the reading comprehension achievement of the students still low. She also in her research tried to find out 1). Whether or not communicative task can improve the students reading, 2). Whether or not there is no significant difference between the reading improvement of the students who are taught communicative task and who are taught non-communicative task, 3). The students attitude toward the use of communicative task in teaching of reading. She concluded that there was a significant difference of the reading achievement between students who taught the use of communicative task and those who are taught non-communicative task. This means that teaching reading through the use of communicative task is better than teaching reading through non-communicative task.

B. Some Patinent Idea

1. Definition of Reading

Reading is an activity between writer and reader, the writer sends his idea in the writer symbol and then the reader catches the idea from the printed pages. Reading is very complex process to learn and to teach, it involves eye and brain.

Eyes look at the messages in the printed pages and then send into the brain, the brain processes the significance of the message Smith and Johnson (1980: 128) also argues that, reading is both visual comes from in front of the eye ball, that is brain (here the brain processes what the eyes have seen). Marksheffel (1966:12) states that reading is high complex, purposeful thinking process engaged the by entire organism while acquiring knowledge, evolving new ideas, solving problems, relaxing or recuperating through the interpretation of printed symbols.

According to Haris (1980:17) states that reading is the reader's interaction with printed messages across a range of thinking operations as guided by purpose of reading. Whereas, William (1984:2) states that reading is process whereby one looks at and understand what has been written this definition emphasized for the word understanding it's mean that reading not followed by understanding.

From the above definitions we can conclude that reading is the combination of some components that result one action that is known as reading. In addition, reading involves the internal factors of the reader. The internal factors mean everything which come from the reader that can result an interaction in the reading process. The external factors mean everything, which has relationship with reading material and then environment where the reading is taking places.

2. The Purpose of Reading

Considering marksheffel's definition of reading stated above we may have four purpose of reading as follows:

- 1) To acquire the knowledge..
- 2) To evolve ideas.
- 3) To solve problems.
- 4) To relax.

Reading is an active attempt, on the part of reader, to understand the writer message. The reader interacts Smith (1980:6) states that reading with and tries to reconstruct what the writer wishes to communicative.

Williams (1984) defines that reading is a simple process. Definition of reading is that it is a process whereby one looks at understand what has been read.

Finally, Nurhadi (1986) defines that reading is a complex and complicated process because it involves the internal and external factors of the reader. The internal factors is everything that comes from the reader that can result in interaction in the reading process.

Similarly, Anderson, Jonathan, Berry, and Millicant (1984:177-189) divides reading comprehension into four categories i.e. literal reading interpretative reading, critical reading, and creative reading:

a. Literal reading

Literal reading is the skill of getting the primary, direct literal meaning of a word, idea, or sentence in context. Literal comprehension is generally expected as little thinking or reasoning . Smith (1980: 107)states that literal level of comprehension is fundamental to all reading skills at any levels because the reader must first understand what the author said before he could draw an inference or make an evaluation.

b. Interpretative reading

Interpretative reading involves thinking skills which readers identify ideas and meanings that are not explicitly in the written text. In the interpretative levels, readers may generalize, determine cause and effect, identify motives, and find relationship with other and make comparison

c. Critical reading

Critical reading includes both literal comprehension and interpretation, but also occurs after those two levels of comprehension, when individual reads critically, he evaluates what he has read.

d. Creative reading

Creative reading occurs when a reader applies ideas to new situation and recombines the author's ideas with the other ideas to the new idea through the creative reading, the reader creates something new, for instance, an idea, the solution to the problem, a new way of looking at something from the idea got from the text.

C. Factors That Influence Reading Comprehension

There are many factors that might affect comprehension of printed materials. Some of the factors that will be explained here are characteristic of materials and characteristic of the readers (Otto, 1979: 147):

1. Factors related to characteristic of the materials

Factor related to the characteristic of the materials are divided into vocabulary, concepts of the material, syntactical structure, and the appearance of print.

a. Vocabulary

One of the important factors influencing a reader's comprehension is the familiarity with the vocabulary, where the successful in associating between the printed words with their meaning and their referents depends on the familiarity with the words. Successful reading comprehension is possible when most of the vocabulary in a reading selection are familiar to the readers.

b. Concepts of the material

Familiar words are used to express elusive concepts can also provide the barrier to the reader's comprehension. Therefore, successful readers must have background knowledge (concept) on a reading material. However, the type of material also affects reading difficulty. In fact, informational reading usually requires greater concentration and cognitive process than fiction.

c. Syntactical structure

Another factor can probably provided barrier to comprehension is the syntactical structure of passage is written in familiar words and concepts with a reader, but still difficult to comprehend the tortuous of grammatical structure. To comprehend them, the student should be familiar with them by giving a lot of exercises deal with sentence structures. Materials for beginning readers are usually written in short sentence and are composed primarily of nouns and verbs. Materials of readers at higher levels contain noticeably longer sentence. This practise reflect an awareness of students'

language development and is an attempt to match the language level of reading materials with that of students' oral language.

d. The appearance of print

The format of reading materials can influence the ease in comprehending them. The number of words per page, the print and spacing style are necessary. It is considered that a high density of words and printed in a small size on a page can discourage the less capable readers. On the other hands, the primer offensive materials can make the older reader bored.

2. Factors related to the reader are:

a. Experiential Background

Familiarity with the concepts of reading materials being read, both through experience of knowledge can make a reader easy to comprehend it. Gaining various experience and knowledge, a reader can relate them each other, so that he can formulate, find or develop them into a new idea or understanding.

The students develop a cognitive framework of schema and organize information. Their ability to read, to make sense out of print, is directly related to the match between the reading materials and their experiential background.

b. Language Background

Students language background is a significant factors in their ability to decide and comprehended writing. The more students bring to the reading act, the more they will drive from it. So, the students with mature speech

patterns and large vocabulary are well on the way successful reading experience.

c. Physical fitness and emotional conditional of the students

To function well in the classroom, students need physically well and emotionally secure. For example: empathy stomach. Cold bodies, and hurting psyches command attention that may crowd out intellectual pursuits.

d. Intellectual development

Reading is an intellectual process or an active mental process in which things that a reader must think a head and think back quest for meaning. The ability to attend to reading task is necessary for reading success. Concentration allows readers to recognize more meaning clues and to use range of reading and thinking skills selectively.

e. Interest and attitude

Interest in reading creates an alert mental attitude. This attitude in turn leads a higher level of interaction with what is read, the result are that students are more aware of and receptive to significant context. In order to develop interest in learning to read, readers or students needs to be exposed to language and literature.

D. The Cursory Reading Technique

1. Definition of Cursory Reading

Cursory reading is the title of this section serves as a general term to denote the skills involved in reading quickly, skimming and scanning.

a. Skimming

What is skimming? Skimming is used by people need to hunt for information in print. According to Norman (1986:74), skimming is a process of moving yours eyes across a page of print as rapidly as possible looking for one answer to one question may be as abstract as what is main theme of section? Or it may be as concentrated as what is the main product of the coartal areas peru? In either case you know in advance what you are looking for, and you orient your thinking and your eyes movement toward finding precise solution.

Furthrer, Robert (1985: 107): states that skimming should be used when you want to cover large amounts of material quickly and do not intend to read material completely at a letter time. Skimming is used to get a general impression of the material and not for high level of comprehension. Skimming can be very valuable reading aid when property. You never skim reading technical or very detailed material.

Tarigan (1983:38) states that skimming is a type of careful reading. It means to cover special information and take the main idea fastly. A reader has a skill of collecting the word, phrase and main sentence.

Skimming differs from general rapid reading because in skimming the reader goes through the text extremely fast, merely dipping into it or sampling it at various point. The purpose of skimming is simple to see what a text is a about. It wants to see whether the text deals with the subject in way that the raeader requires or how it is organized. The reader

skims in order to satisfy a very general curiosity about the text and to find the answer to a particular question.

Why do we skim? Sometimes we skim because we do not have the time or interest to read everything that we see every day. So skimming helps to choose only things we want to read or the things that we are interested.

How we do skimming? Brosnan (1985:97) gives the way to do skimming. Skimming according to Brosnan has to be done by moving the eyes very quick, by using the clues given by such features, headlines a few word written in heavy print. We can also look for clues in the first lines. Skimming is not reading in details.

Skimming is a specific reading through a reading material in order to get the gist of it, to know how it is organized, or to get an ideas of the tone or the intention of the writer. So skimming is a through activity which requires an overallview of a text and implies a definite reading competence. The reader does not read each sentence or the text in detail, but run his eyes over the text, reading the few sentence here and there and tries to recognize certain words or exprssion as clues to the function and ideas of what follows.

b. Scanning

What is scanning? Scanning is one of the techniques applied for reading rapidly but efficiently to find a particular piece for information. Nuttal (1987:84) says: Scanning is to achieve an initial: impression

whether the text is appropriate for a given purpose; for example, whether a book on Gardening deals with the cultivation of particular vegetable.

Grelet (1983:19) Say: Scanning on the contrary is far more limited since it only means retrieving what information is relevant to our purpose. Yet it is usual to make use of these two activities together when reading a given text. For example: we may well skim through an article first just to know whether it worth reading; then reading it through more carefully because we have decided that it is of interest. It is also possible afterward to scan the same article in order to note down a figure or a name which we particularly want to remember.

According to Norman (1986) Scanning is A procedure that you use everyday. Consider what happens when you pick up your newspaper, your eyes how from one headline to the next while your brain quietly gauges the interest level of its article. You reject one coloum whip down and read a third carefully. You have been scanning the page of a new print, headline by head line. You probably scanned that article you sampled lightly. Scanning , than, is a semi reading technique that gives you a quikl picture of the headline, a lead paragraph, and article, a chapter or a book.

Scanning is closely related to skimming. But when we scan we have a purpose in mind which means searching for particular information. The most common from of scanning we usse is scanning the telephone directory. We also scan when we search for answer to

questionn such as when we take a reading comprehension text or open the book of examination in. In additio, Soedarso says: Scanning is one technoque in reading through the next to find out a spacific information.

To summarize the definition, we do not need to read all page on the book but we use the scanning technoque by looking at for example the table of content to use to find infortant information. Skimming and Scanning are rapid reding technoques. They should not be confused with previewing, Which is a reading technique. Skimming and scanning should also not be confused with reading rapidly for high comprehension technique.

Based on the definition above, the writer has come to a conclusion that skimming is reading a text for gist to get a general idea, nevertheless scanning is reading a text for gist to get a sfecific information.

2. The Technique of Cursory Reading

According to kathleen (1988:332), there are seven techniques of cursory reading as mind follows:

- a. State in your mind specifically what information you are looking for, phrase it in question from if possible.
- b. Try to anticipate how the answer will appear and what clues you might use to help you located their answer. If you are scanning to find the distance between two cities, you might expect either digits or numbers written out as word, a unit of measurement, probably miles or kilometers will appear after the number.

- c. Determine the organization of the materials, your most important else to where to begin looking for information especially when you are looking up information contained in charts and tables the organization of the information is crucial to rapid scanning.
- d. Use readings and any other aids that will help you identify which section might contain the information you are looking for.

Selectively read and skip through likely section of the passage, keeping in mind the specific question you formed and your expectations of how the answer might appear more your eyes down the page in the systematic way, while there are various eye movement pattern such as the arrow pattern (straight down the middle of the passage). It is best to use a pattern that seems comfortable and easy for you.

- e. When you reach the fact you are looking for you will find that the word phase will stand out, and you will notice it immediately.
- f. When you have found the needed information carefully read the sentences in which it appears in order to confirm that you have located the correct information.

3. Reading Speed

- a. Why Reading Speed ?

Usually, reading skill for the secondary school more longer and more growing, more the student who their reading are higher and they got enough reading material about the development of modern word, such as book, magazine, newspaper in our country, so reading skill should be

owned for all the people, by better reading skill is opened a chance to forward for old man or younger.

b. Decisive factor of reading speed

There are three factors which determine reading speed for the people namely (1) moving eyes, (2) vocabulary, (3) concentration in improving the reading speed.

1. Moving eyes

When we read, the eyes move to follow the line of writing to recognize word by word to be recognized the meaning, and the content of the whole sentences. In this moving eyes are not the same among reader one, and one reader there is speed and slow too.

2. Vocabulary

The connection of vocabulary with reading speed certainly is easy to recognize if reader confront reading material and its word have been known. In the whole sure he can read maximal speed without disturbed of his comprehension, in contrary, if in reading consist of several words or terms which are not recognized the meaning so this case , he hampers his reading speed.

In addition, vocabulary for the people happen to the time, he hears from teacher or learning new thing, therefore the increment of vocabulary efficiently be determined also in practicing of reding speed.

3. Concentration

By reading efficiently, we have to concentrate the attention that we read, usually if we are having a serious problem probably we can not catch content of reading well. We sometimes ask to ourselves, why does my mind not the same for what I read. In this situation, we should change the ideas for usual condition, and we can concentrate for what we read else.

Reading effectively have to be done seriously. This previous action used readers' skill completely. Actually people who are reading not pleasure disturbed his attention. We can see that if we are reading. We usually look for a good place also if we study, we do not want to be disturbed.

Could be, there are people can learn while listen to the radio or tape recorder, but they are difficult to get satisfying result, or probably there who can read or learn in crowded circles but he is certainly do not want to place of like that. Short word, people who always consisted their attention, they do not want to read with a full comprehension.

Another way of educating the concentration is we will seek a good place to reach. And practise yourselves reading or learning in certain place with certain time. By using this way we will facilitate our effort in concentrating.

The most important is we have to want to practise ourselves to discipline and form a habit to our progress. All at once supervise ourselves from tendency, willingness to be have the habit that losted. We can arrange the condition of reading or studying but with choosing the place where we are pleasure.

c. The Obstacle of Reading Speed

Reading newspaper, magazine, and reading study include also reading speed of course. We do not have to voice, only who we need in reading is the creation of mental process. It means that we can get an information in reader's thought, pronouncing with lip will disturb this fluency of progress.

In finding out the maximal ability in reading speeds is causes which can decrease reading speed will be mentioned as follows:

1) Sub vocalization

If vocalization can hamper reading speed and vocalication can decrease also the speed. Sub vocalization is pronunciation of words with whispering or in inner which pronounced clearly word by word such as if we promise for ourselves.

Thus sub vocalization actually constitutes the influence from habit in teaching of reading in secondary school namely:

1. To spell words to become vocabulary, word to letter
2. To pronounce repeatedly what be considered important by teacher, the result after in college, this habit still be brought, when we discovered the causes which be difficult of important.

2) Regression

Regression is removing eyes from the part of sentence which has been read, this removing happens, because the reader forgets the meaning between new word just be read with the word before, it is caused by reading too late.

In fact, many readers are reading newspaper slowly to recognize the content of reading. This case causes that they are slow to understand, by right manner, the reading will be done in the group of word which constituted a unit of understanding.

3) Unpreparation in Way of Thinking

His attention, such as accident of in close meeting has just happen, the program which will done in near time act. One of the way of making disappear this obstruction is forgetting the affair This may happen. If the reader is still influenced by problem still when do a lot asking for of all by exact manner for the involved reader.

4) The Lact of Attention

If someone insist to study interesting book of his attention, this case can happen. More and more if there are difficulties are concerned with vocabulary cause the separated comprehension. And to find out

another explanation or material is impossible. While thinking to the problem which more interesting extremely disturbing his concentration.

5) Less of Motivation

To solve this obstacle reader should reobserve what book that must be read. Really important sometimes the observation can appear the decision is not necessary to read only, however so reader shall be careful, and just for himself in considering it.

d. Improving Reading Speed

The ability of reading for every people is different. Reading speed particularly among 200-800 words per one minute this speed is not always constant. It also depends on the reading which faced, reading science book, more slow then if we reading novel. If reading text book with speed 200 words in a minute, reading a novel can be 250 or 300 words a minute. Reading textbook certainly, will need faster time instead of reading firstly.

The steps in improving reading skill are:

- To examine the ability of ourselves before the attempt begun.
- To find out the habits of obstacle of reading speed to ourselves and strive to make disappear it.
- To apply the technique of reading effeciently, and attempt hard to improve of continues reading ability.

A person who wants to improve his reading ability must value himself, so that the effort is begun the primary ability of self already been known reality.

The firstly ability must be valued is reading speed, for this reading speed should be known of reading speed to usually reading (light reading) and reading speed to important information that needs working idea.

The progress that is reached during training will be noted for a graphic which appoint. Speed of comprehension separately, the results of exercise which done from number to number connected with the line, so that the progress of the exercise can be seen easily.

e. Strategy of Reading Speed

1. Making observation first

The most important strategy in reading a composition is concerning preface and conclusion. Generally the composition has pattern. Therefore to comprehend well, an article or a book and so on, the purpose of this observation are to can:

- a. Knowing an important ideas in the composition.
- b. Recognizing organization the content of composition, so that will be easy to us, to comprehend the content of composition basicly.

2. Improving the reading speed

Indonesia people who are educated can speak speed for 125-175 kpm. A good hard reader can read with the speed about 275 kpm. A

professional announcer can reach reading speed to 275kpm. But the brain should not voice every word and think several time faster from the speed. By difference with too far, we are not surprised that. If there are smart people, read an easy reading for the speed 150-250 kpm. Their mind will leap every where. Eyes may see to the page book but the mind is pointed for another. The result is reader forget this beginning before finishing reading.

There is no reason to read voice. Therefore push it the speed of speaking to be reading speed. By this, not only the concentration is repaired, neck, also should be repaired, and also we should not listen to words.

3. Be sure 100% full comprehension

A fast reader do not read word by word. We know that the last several words as comprehension less from 100% in probably cased. The comprehension 70-80% in reading speed not only possible but constitute of standard.

Probably in reading speed is lost of several words that can be received. But what word which must be posted, clearly not all words which can be posted such as no but not and so on. The words which can be posted are words that are not necessary if seen for the

Another word, the key words carry out the meaning of sentences, the words or subject, predicate, adverb and signal words, the key words must be read and understand we do not see its reading speed can be

different key word with duty word will become in practise. But if reader has owned comprehension skill better certainly can differ key words. Although to slow speed.

4. Use time limit

This action appears less pleasing, but remember, if this is pleasing not reading speed. Most people are low in reading, because they do not determine time limit do for their selves and think how much time pasted, the reader can consider himself as reading fast. If reader has a good tendency to practice his reading speed. And use better time in that practice. The pressure will make reader to attempt better. To overcome our time, and note our progress are easies way of making the pleasure.

5. Help of eyes

Reader When we read little composition, and book reader which uses the power of eyes fully, extremely care and slow. Usually behave the ficsation of fifeen times in one line, it means that ficsation is happened to every words.

Research prove that to understand the content of sentence, eyes only has 80% from all words. And if we follow the contents more little else. Reader who more efficient in one line only four times to do ficsation.

Clearly that faster moving eyes will more growing reading speed and most be transferred the units of mind to brain. By using eyes more efficiently as follows:

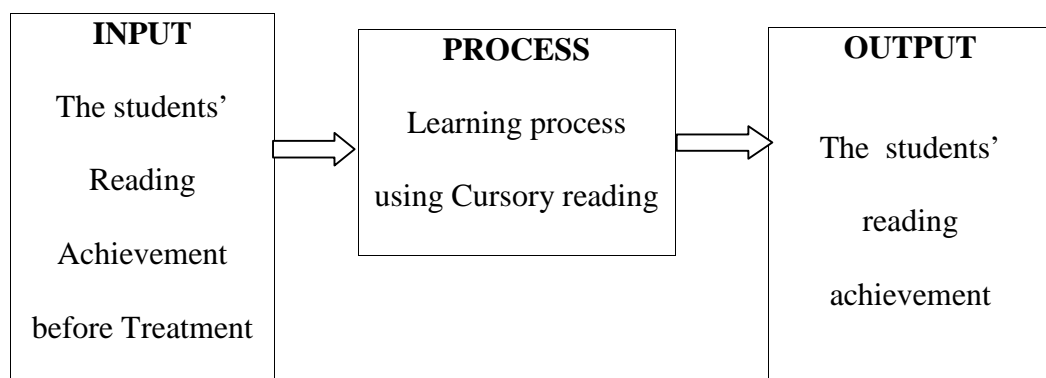
a. To soften your idea for the book, ficsationally is not point for a word, but only the group of word when he read. Look at for the part of writing can be chosen important word, and leap which determine word of important phrase not the sharpness of eyes.

b. To norrow reading idea

It mean that in reading, moving eyes do not to the limit of left margin or right, use the side point of view to reach the first writing to left. And the end of writing to right and every line happen to part of in margin line.

E. Theoretical Framework

The theoretical framework underlying this research is given the following diagram.



Input : It refers to the students' reading achievement before the treatment on pretest.

Process : It refers to the implementation of the cursory reading technique and learning process of reading comprehension.

Output : The output is the students' reading achievement increasing after the treatment.

F. Hypothesis

Alternative Hypotesis (H_I) : There is a significant difference of the students' reading a comprehension before and after presenting reading materials by skimming and scanning technique.

Null hypotesis (H_O) : There is no significant difference of students' reading comprehension before and after presenting reading materials by skimming and scanning tecnique.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

In this research, the writer used pre- experimental method with one group pre- test and post- test design. The design is formulated as follow:

X1.....O.....X2

Where: X1= Pre- test

O= Treatment

X2=Post- test

B. Variables of the Research

This research consisted of two variables. They are independent variable namely cursory reading technique was the teaching strategy that held the students in learning English. The second variable was dependent variable namely; students' reading achievement was the internal condition of human which suppose to do something.

C. Population and Sample

1. Population

Sudjana (2001: 92) defines population as object of the research given the proof of the research. The writer, in this case decided that population was the object of the research given the problem to the research result. The

population of the research was the second year students of SMA Muhammadiyah Kalosi, Enrekang. It consisted of six classes namely: XI IPA I, XI IPA II, XI IPA III, XI IPS I, XI IPS II and XI IPS III. Each class consisted of 25 students. Therefore, the total is 150 students.

2. Sample

Sample is the type of population example of representative used as object of the research (Marison, 2001:93). The second year student of SMA Muhammadiyah Kalosi Enrekang has four classes; the writer takes one class of the second year students in academic year of 2009/2010. This class consisted of 25 students. The sampling that used in this research was purposive technique.

D. The Instrument of the Research

The instrument used in this research is testing that given as pre- test, post- test, and treatment. The pre- test is used to know the students previous knowledge in reading. While post- test is used to know the students' achievement in reading after given the treatments. Including, the material be given to the students.

E. Technique of Collecting Data

In collecting the data, the writer carried out the research at the second year students of SMA Muhammadiyah Kalosi Enrekang through some steps, as follow:

a) Pre-test

The test will be given as to know the students' achievement before giving treatment. The researcher distributed the test materials to the students. The procedure are:

- a. The writer given direction of the test to the students.
- b. The writer controled the students when they do the test.
- c. The writer collected worksheet of the students after the test

b) Treatment

The treatment will be given after students have done pre-test. The writer will do procedure as follows:

- 1) The writer introduces the cursory reading to the students.s
- 2) The writer explains about the technique of cursory reading.
- 3) The writer gives of steps cursory reading to the students.
- 4) The first, read the title, headings, and sub-headings.
- 5) The second, note pictures, charts, or graphs.
- 6) The third, read the topic sentence, or the first and last sentence, of each paragraph.
- 7) The fourth, for short text, quickly move your eyes over every line.

- 8) The fifth, read introduction: the first few lines or the first paragraph.
- 9) The last, read conclusion: the last few lines or the last paragraph.
- 10) The writer gives the text of reading to the students.
- 11) The writer asks the students to read the text of reading.
- 12) The writer gives exercises to the students through answer the questions.

c) Post- test

The post- test aim is to know the significance differences between the students' achievement before and after the application of cursory reading method.

The writer will do the procedures as follows:

- a. The researcher distributed the test materials to every student to work.
- b. The researcher gave the students about the direction of the test.
- c. The researcher controlled the students when they do the test.
- d. The researcher collected the students' worksheet after them finishing doing the test.

F. Technique of Analysis Data

In analyzing, the data collected through the pre-test and post-test the writer use the procedures as follows

1. Quickly

Classification	Scores	Criteria
Excellent	5	The students read 200-250 words perminute

Good	4	Always intelligible, though one is conscious of a definite accent
Average	3	Reading problems necessitate concentrated listening and lead to miss understanding
Poor	2	Very hard to understand because reading problems must frequently be asked to repeat
Very poor	1	Reading problems so severe as to make speech virtually unintelligible

2. Scanning

Classification	Scores	Criteria
Excellent	5	Use of vocabulary or idioms is virtually that of a native speaker
Good	4	Sometimes uses inappropriate terms or must rephrase ideas because of lexical inadequacies
Average	3	Frequently uses the wrong words, conversation somewhat limited vocabulary
Poor	2	Misuses of word and very limited vocabulary make comprehension quite difficult
Very poor	1	Vocabulary limitations so extreme as to make conversation virtually impossible

3. Skimming

Classification	Score	Criteria
Excellent	5	Appears to understand everything difficulty
Good	4	Understanding nearly everything normal speed although occasionally repetition may be necessary
Average	3	Understanding most of what is said is lower than normal speed with replation
Poor	2	Comprehend only social conversation spoken slowly with frequent repetition
Very poor	1	Cannot be said to understand English reading comprehension

4. Scoring students test answer

$$\text{Score} = \frac{\text{Students' Correct Answer}}{\text{Total Number of Items}} \times 100$$

(Gay, 1981)

5. The data collected through the test analyzed by using the classification as follows:

- a. 9,6 -10 is classified as excellent
- b. 8,6 -9,5 is classified as very good
- c. 7,6 - 8,5 is classified as good
- d. 6,6 - 7,5 is classified as fairly good
- e. 5,6 -6,5 is classified as very fair
- f. 3,6 - 5,5 is classified as poor
- g. 0 -3,5 is classified very poor

(Sudjana, 1992:5)

6. To know the percentage of the students' score, the writer applied the formula as follow;

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

Where:

P =Rate percentage

F =the sum of frequency

N =the total number of sample

(Gay, 1981:330)

7. The discoverer the mean score: the writer applied the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where: \bar{X} : Mean score (symbol for the population mean)

$\sum X$: The sum of all score

N : The total number of students

(Gay, 1981)

The formula is to know the mean score of the students' ability in reading, while the data taken from the pre-test and post test. The aim of the formula is to answer the first question of the problem statement.

8. To find the mean of the different score, the writer applied the formula as follow:

$$\bar{D} = \frac{\sum D}{N}$$

Where : \bar{D} : Mean Deviation

$\sum D$: The sum of total score difference

N : The total number of score

9. To find out the significance difference between the students' pre- test and post- test, the writer applied the formula as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where: t : Test of significance

D : Mean Deviation

$\sum D^2$: The square of the sum score for difference

$\sum D$: The sum of total score for difference

(Gay, 1981)

The formula explains about the significance difference between the pre-test and the post- test. The aim of the formula is to answer the second question of the problem statement, and to know whether the cursory reading technique effective or not in increasing the students' reading achievement of the year students of SMA Muhammadiyah Kalosi Enrekang.

CHAPTER 1V
FINDINGS AND DISCUSSING

This chapter particularly present the findings of the reseach and its discussion. The findings of the reseach consist of the description of the result of data collected through reading test and discussion that covers the detail of the findings.

A. Findings

The findings of this research deal with the students' scores of pre test and post test, the frequency and the rate percentage of the students' scores, and hypotesis testing of the faired samples. These findings are described as follows :

1. The Students' Scores of Pre test (X_1) and Post test (X_2), Gain/Difference between the Matched Pairs(D), and Square of the Gain (D^2).

Table 1

NO	Pre Test	Gain (D)	Post Test	D^2
	(X_1)	$(X_2 - X_1)$	(X_2)	
1	8.0	1	9.0	1
2	8.5	1	9.5	1
3	7.0	1	8.0	1
4	8.0	0.5	8.5	0.25

5	7.0	1	8.0	1
6	7.0	2	9.0	4
7	7.5	1	8.5	1
8	7.5	1	8.5	1
9	5.5	2	7.5	4
10	5.0	3	8.0	9
11	8.5	1	9.5	1
12	8.5	1	9.5	1
13	7.5	1	8.5	1
14	8.0	1	9.0	1
15	5.5	2	7.5	4
16	8.0	1	9.0	1
17	6.5	2	8.5	4
18	6.0	2.5	8.5	6,25
19	7.0	2	9.0	4
20	8.0	1.5	9.5	2.25
21	7.0	1.5	8.5	2.25
22	6.5	2	8.5	4
23	8.0	1.5	9.5	2.25
24	7.0	1.5	8.5	2.25
25	6.0	2	8.0	4
Score	179	37	216	63.5

Table 1 above shows that the minimum gain (D) of the students scores is +0.5 and the maximum is +3 (where $N= 25$, $X_1= 179$, $X_2= 216$, $D= 37$, $D^2 = 63,5$).

2. Scoring Classification of the Students Pre test and Post test

The raw scores of the students' reading comprehension are tabulated emphasizing on the three components : Comprehension, Vocabulary, and Structure. The range score were classified into seven level based on Depdikbud Scale. The students score of pre test and post test were classified into some criteria. The criteria and percentage of the students' score of pretest and post test are as follows:

a. Student' pre test

Table 2

Frequency and rate percentage of the students' pre test in reading comprehension.

N	Classification	Scores	Freq	%
1	Excellent	9.6 – 10	-	-
2	Very good	8.6 – 9.5	-	-
3	Good	7.6 – 8.5	9	36
4	Fairly good	6.6 – 7.5	9	36

5	Fair	5.6 – 6.5	4	16
6	Poor	4.6 – 5.5	3	12
7	Very poor	0 – 4.5	-	-
			25	100%

The data in table 2 show the rate percentage and frequency of the students' pre test in reading comprehension. From this table, it can be seen that there was 9 (36%) out of 25 students classified into good score, 9 (36%) students classified into fairly good score, 4 (16%) students classified into fair score, 3 (12%) students classified into poor score, classified into very poor score and neither of them were classified into "excellent" nor "very good" score.

b. Students' post test

Table 3

Frequency and rate percentage of the students' post test in reading comprehension.

N	Classification	Scores	Freq	%
1	Excellent	9.6 – 10	-	-
2	Very good	8.6 – 9.5	10	40
3	Good	7.6 – 8.5	13	52
4	Fairly good	6.6 – 7.5	2	8

5	Fair	5.6 – 6.5	-	-
6	Poor	4.6 – 5.5	-	-
7	Very poor	0 – 4.5	-	-
			25	100%

The data in table 3 shows the rate percentage and frequency of the student's post test in reading comprehension. From this table, it can be seen that there was 10 (40%) students classified into very good score, 13 (52%) students classified into good score, 2 (8 %) students classified into fairly good score. And none of them classified into excellent, poor, and very poor scores.

3. Mean Score of the Pre test and Post test, Gain(D)

- a. Mean skor of the students pre-test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{179}{25}$$

$$\bar{X} = 7,16 \text{ (Fairly good)}$$

- b. Mean skore of the students post-test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{216}{25}$$

$$\bar{X} = 8,64 \text{ (very good)}$$

c. Mean score of gain (D)

$$\bar{D} = \frac{\sum D}{N}$$

$$\bar{D} = \frac{37}{25}$$

$$\bar{D} = 1,48$$

d. Test of significance

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$= \frac{1.48}{\sqrt{\frac{63.5 - \frac{(37)^2}{25}}{25(25-1)}}$$

$$= \frac{1.48}{\sqrt{\frac{63.5 - \frac{1369}{25}}{25(25-1)}}$$

$$= \frac{1.48}{\sqrt{\frac{63.5 - 54.76}{600}}}$$

$$\begin{aligned}
 &= \frac{1.48}{\sqrt{\frac{8.74}{600}}} \\
 &= \frac{1.48}{\sqrt{0.014566}} \\
 &= \frac{1.48}{0.1207} \\
 &= 12.26
 \end{aligned}$$

After calculating the result of the students score in pre-test and post-test. The Mean score are presented following table.

Table 4

Test	Mean score	Classification
Pre test	7.16	Fairly good
Post test	8.64	Very good

Table 4 above shows that mean score of post test was greater than mean score of pre test. The mean score of gain (D) is 1.48. It shows that there is an increasing for each students after treatment.

4. Test of Hypothesis

In order to know whether or not different between pre test and post test were significantly different the test statisstical analysis was employed. The

result of the test was greater than table. The result of the test (12.26) while the t- table (2.064). The find out the degree of freedom (df) the researcher used the following formula:

$$df = N - 1$$

$$df = 20 - 1$$

$$df = 19$$

For the level of significance (p) = 0.05 and $df = 24$, then the value of the t- table = 2.064. Thus, the value of t- test was greater than t- table value ($12.26 > 2.064$). It means that there is a significant difference between the pre test and post test of the students in reading comprehension after presenting reading materials by using cursory reading technique. Therefore it can be concluded from the hypothesis that H_1 is accepted and H_0 is rejected. In other words, cursory reading technique is effective in creasing the students reading achievement.

B. Discussion

The description of the data collected through reading test as explained in the previous section shows that the students reading comprehension was increased. It is supported by the frequency and the rate percentage of the result of the cursory reading technique is better than that after the treatment given to the students.

In the pre test, there was 9 (36%) out of 25 students classified into good score , 9 (36%) students classified into fairly good score, 4 (16%) students classified into fair score, 3 (12%) students classified into poor score, and neither of them were classified into excellent, very good nor very poor score.

In the post test, there was 10 (40%) out of 20 students classified into very good scc, 13 (52%) students classified into good score, 2 (8%) students classified into fairly good score, none of them were classified into excellent, fair, poor and very poor score.

The mean score of the students pre test was 7,16 and the post test was 8,64. It shows that the mean score of post test was greater than pre test. The mean score of gain(D) was 1,48, it shows that there is an increasing for each students after the treatment.

The value of the t-test was greater than t-table ($12.26 > 2.064$). Based on the result of the t-test, the researcher found that there was a significant difference between the result of pre test and post test. Therefore it can be concluded from the hyphotesis that H1 is accepted and Ho is rejected. In other words, cursory reading technique is effective in creasing the students reading achievement. The factor that cursory reading technique is one of same effective ways in developing the students achievement in learning reading. The researcher can state that using cursory reading technique in teaching students how needed to overcome the factors that may effect their comprehension.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestion based on the finding and discussion of the data analysis.

A. Conclusion

Based on the finding and discussion of the research, it can be concluded that the use of cursory reading technique in teaching reading techniques are effective in increasing the students reading achievement of the second year students of SMA Muhammadiyah Kalosi in 2010/ 2011 academic year. It is proved by the result of the data analysis showed that the mean score of pre test was 7,16 while the mean score of post test was 8,64. Then, the t- test value that is 12.26, which is greater than the t-table (2.064).

B. Suggestions

Based on the result of the data analysis and conclusion the researcher proposes some suggestions as follows:

1. It is suggested that the teachers impliment more cursory reading technique in teaching reading as one alternative technique to increasing students' reading achievement.
2. It is suggested that the teachers should develop the reading habit all the time in order to cope with the development of science and technology.
3. It is suggested that further researchers to conduct a research in a form of big class by using cursory reading technique.

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APPENDIX

TEACHING MATERIALS

First Meeting

1. The teacher explains about cursory reading.

Cursory reading is a general term to denote the skills involved in reading quickly, skimming and scanning. The term skimming is used to denote the method of glancing through a text in order to become familiar with the gist of the content; scanning refers to the skill used when reading in order to locate specific information.

2. The teacher gives of steps of cursory reading.

Steps of cursory reading are: the first, read the title, headings, and sub-heading. The second, note pictures, charts, or graphs. The third, read the topic sentence, or the first and last sentence, of each paragraph. The fourth, for short text, quickly move your eyes over every line. The fifth, read introduction: the first few lines or the last paragraph.

3. The teacher gives the text of reading.

Text of reading.

There are many different kinds of animals in the world. Most of them are invertebrates, that is, they do not have internal skeletons with backbones. Many invertebrates have shells; others have external skeletons. Invertebrates include insects, which make up 80% of all the animals in the world.

About 5% of the world's animals are vertebrates, that is, **they** have internal skeletons with backbones. The main groups of vertebrates are fish, amphibians, reptiles, birds and mammals. Fish, which live in water, are the largest group. Examples of kinds of fish are tuna and sharks. Not all vertebrates that live in water are fish. Whales, for instance, are mammals, although they look like fish. Amphibians live between land and water; a frog is the typical example. Reptiles, such as snakes, are cold-blooded animals which live on land. Birds are like reptiles in many ways, but they are warm-

blooded. They are not the only vertebrates which can fly. Yet, bats are actually mammals although they look like birds. There are big differences between different kinds of birds. Compare an eagle with a duck, for example.

Mammals are warm-blooded, like birds. But unlike birds, mammals grow their babies inside them, and when the babies are born, their mothers feed them on milk.

4. The teacher gives exercises to the students through answer the questions.

The questions are:

1. What is the best title of the text?
2. Mention four animals that are grouped into invertebrates!
3. What is the smallest part of animals in the world?
4. What are the main groups of vertebrates?
5. What does the word “they” (the second paragraph, first line) refer to?

Second Meeting

Map makers have problem: the earth is round, but a map is flat. In order to present a curved surface on a flat page, the image of the earth's surface needs to be stretched and distorted. The mathematical way of achieving this, is by using a projection. There are three main types of projection, namely conic projection, cylindrical projection, and orthographic projection.

Choose the correct answer by crossing (x) a, b, c, d, e!

1. The problem of map makers are....
 - a. The earth and the map are in the same form
 - b. The surface of the map and the earth are different
 - c. The earth surface is flat and the map is curved
 - d. The earth surface is not round
 - e. The earth and the map are the same

2. The mathematical way of achieving this, is by using a projection. The word *this* means....
 - a. The problems of map makers
 - b. The image of the earth's surface
 - c. The curved of the earth's surface
 - d. The mathematical way
 - e. Stretched and distorted

3. The solution of making map is by.....
 - a. Using projection
 - b. Using cylinder
 - c. Using pages
 - d. Using orthopedics
 - e. Using imagination

4. There areTypes of solution in the text.
 - a. 6
 - b. 5
 - c. 4
 - d. 3
 - e. 2

5. The page of the map is...
 - a. Round
 - b. Cylinder
 - c. Curve
 - d. Cone
 - e. Flat

Third Meeting

The telegraph was invented in eighteen thirty seven by Samuel Morse. The word

telegraph comes from two Greek words “tele” and “graph”, wwhich mean “distant” and “writing”. These words actually describe what the telegraph does. It is an instrument for sending messages between distant places by an electric current. To operate a telegraph does. It is an instrument for sending messages between distant places by an electric current. To operate a telegraph, you push a special key and then release **it**. This action closes and opens the electric circuit. The telegraph makes use a special code, called the Morse code.

The question are

1. Who invented the telegraph? When was it invented?
2. Where does the word telegraph come from? What does it mean?
3. What do tele and graph words actually describe?
4. What is the telegraph used for?
5. you push a special key and then release it. What does the word *it* above refer to?

Fourt Meeting

One of the most wonderful inventions of the past one hundred years ago is the telephone. This familiar, handy instrument has become a highly important part of daily life. The first telephone was installed in 1877. Today, there are over 170 million telephones in the world. The average person in North America makes over six hundred calls a year.

The word telephone comes from the Greek words **tele** and **phone**, which mean ‘distant’ and ‘sound’. These word actually describe what the telephone does. It carries sound over a distance rapidly and accurately by using electric currents. The telephone transmits speech so that it sounds natural and has enough volume for

conversation to take place easily as if the speakers were in the same room. Any telephone can be quickly connected to almost any other telephone anywhere in the world.

1. The most wonderful inventions of the past one hundred years is....
 - a. Telegraph
 - b. Telegram
 - c. Telephone
 - d. Television
 - e. Telescope
2. There are over telephone in the world today.
 - a. 107,000,000
 - b. 111,000,000
 - c. 112,000,000
 - d. 170,000,000
 - e. 177,000,000
3. The first telephone was installed in

 - a. 1778
 - b. 1787
 - c. 1788
 - d. 1877
 - e. 1887

4. The word telephone is derived from..... words.
 - a. English
 - b. Greek
 - c. French
 - d. Japan
 - e. Russian
5. According to the text, *tele* means....
 - a. Voice

- b. Distant
- c. Language
- d. Father
- e. Sound

Fifth Meeting

ASEAN is aimed in increasing economic growth, social progress, cultural development, peace and national security, and cooperation between South East Asian nations and their partners.

The Indonesian foreign minister who took part in making the birth of ASEAN was Mr. Adam Malik. The first meeting was held in Bali in 1976. The most popular event held by ASEAN is sport, called SEA Games. Brunei Darussalam hosted the games in 1999 in which Indonesia won the third place. It was unusual, because during the last years Indonesia was always the first.

1. What is the goal of ASEAN ?
2. Who was the representative of Indonesia when ASEAN was established?
3. What is the most popular event held by ASEAN?
4. Where was SEA Games held in 1999?
5. Why was it unusual that Indonesia got the third place in the 1999 SEA Games?

Sixth Meeting

For many people, a funeral is a time of great sadness, but not for the Torajan people of southern Sulawesi. For them, funeral is an important event and time for celebrations. According to their religion, the Toraja people believe that after they died, their souls will become angry and jealous if people do not perform special funeral ceremonies for the dead. If the ceremonies are not performed, it

will bring bad luck to them. That is why the Torajan people still perform their ancient funeral ceremonies.

Sometimes a Toraja person is not buried immediately after death. The dead body is preserved in a special way in a coffin, and kept in the house until the family is ready to perform the funeral ceremony. This may be two or three years after a person's death. When the time comes for the funeral, the coffin is taken out of the house, wrapped in a beautiful cloth, and placed inside a special construction which is made to carry the coffin. It is built like a Toraja house, with a beautiful pointed roof, nearby a carved wooden statue of the dead person sits, waiting to be carried with the coffin to the burial place. This is called tau-tau. Now, the village people dance around the tau-tau and the coffin, singing ancient Toraja funeral songs. Later the coffin will be buried.

1. Why aren't the Toraja people sad when they held the funeral ceremony?
2. Why should the Toraja people celebrate the funeral ceremony?
3. What will happen if the people of Toraja didn't held the funeral ceremony?
4. Where is the dead kept before it is buried?
5. What is the statue called, and what song do they sing?

THE INSTRUMENT OF THE RESEARCH FOR PRE - TEST.

Waktu :2 × 45 menit

Flora and Fauna Found In Water

Livingings are generally grouped as plants or animals. Most of them grow or live on land, but some of them grow or live in water.

Algae are chiefly water plants growing in oceans, seas, lakes, ponds, rivers, and ditches. Brown algae, for example, are sheet- like or ribbon-like. Some kinds of mosses also grow in water or along streams. People use water moss for home aquariums. Lotus, water lilies, and sea-weeds grow in water. Lotus only blooms in the morning.

Animals found in water range from single cell animals to vertebrata. Worms, mollusks, snail, starfish, jellyfish, sea-urchin, shell, crabs, lobster are some of the invertebrate group. The following class of animals such as fish, reptiles, mammals, and birds belong to vertebrate groups. Have you ever heard such name as gold-fish, tuna , salmon, herring, and shark? Some reptiles found in water are snakes, turtles, and crocodiles. The same class as turtle are tortoises, but they live on land. Turtles and crocodiles, for example, lay, their eggs on land in the sand. Their babies will go back to the sea as soon as they hatch from their shells.

Frogs spend part of their lives in water and part on land. Thus, they are called amphibians which means “**both-life-creature**”. Salamanders belong to the same class. They lay their eggs in water. Whales belong to the mammal class. They spend all their lives in the sea, surfacing only to breathe. Other mammals found in the sea are dolphins, sea-lions, sea otters, and walruses.

1. The first paragraph talks about....
 - a. grouping the livings
 - b. grouping the plants
 - c. growing the plant

- d. grouping human being
 - e. growing fauna
2. Most of them grow or live on land but some of **them** live in water. The bold typed word refers to....
- a. plant
 - b. animals
 - c. land and water
 - d. living
 - e. livings
3. Paragraph two talks about....
- a. algae
 - b. lotus
 - c. water lilies
 - d. water plants
 - e. sea plants
4. The following animals are vertebrates, except....
- a. snakes
 - b. snails
 - c. gold-fish
 - d. sharks
 - e. crocodiles
5. The plant which blooms in the morning is....
- a. algae
 - b. water lilies
 - c. sea weeds
 - d. brown algae
 - e. lotus
6. Amphibian is animal that lives....
- a. in water
 - b. on land
 - c. in water and land

- d. in the ocean
 - e. in ponds and water
7. but **they** live on land. (part 3 line 6)
- The bold typed word means...
- a. Tortoises
 - b. Turtle
 - c. Crocodile
 - d. Snake
 - e. Reptile
8. Mammals which live in the sea are ...
- a. Dolphins, sea-lions, walruses, and sharks
 - b. Whales, salmons, dolphins, and walruses
 - c. Whales, dolphin, sea-lions, walruses
 - d. Crocodiles, walruses, whales, and sea lions
 - e. DOLPHIN, WALRUSES, WHALES, and snakes
9. All of the following animals are invertebrates...
- a. Whales, mollusk, jellyfish, and lobsters
 - b. Shells, mollusk, jellyfish, and snails
 - c. Worms, snails, tuna, and lobster
 - d. Snakes, snails, tuna, and salmon
 - e. Sea-urchins, crabs, shells, and herrings
10. Salamander has the same life as...
- a. Dolphin
 - b. Walrus
 - c. Sea-lion
 - d. Whales
 - e. Frog

The population of a country or other areas is the total number of people who live in it. The world population rose rapidly because of several reasons, such

as the reduced death rates as sequence of the advances in agriculture, communication, and transportation, which improve living conditions and reduced the occurrence of many diseases.

Indonesia, with more than 200 million people, is the fifth in rank as a dance country after China, India, America, and Russia. The development of medical treatment is one of the reasons of the high rate.

Consequently, the population growth has been a serious problem for the government. The number of the unemployment rises rapidly while the job is limited. The high birth rate also causes problems on education,i.e the imbalance school- year rate with the development of the education

As an effort to reduce the birth rate, the government has seriously promoted birth control program me. Yet, it has not yet, it has not been successful. Institutions, which concern for the success of the programmed, take part in giving the people knowledge that over population will cause an unacceptable standard of living. That the outnumber man power does not always have its benefits but also disadvantages.

11. The passage above talks about...
 - a. Population
 - b. Unemployment
 - c. Transportation
 - d. The Indonesia
 - e. A communication
12. The following reasons causea the increase of the population, except...
 - a. Decrease in death rates
 - b. Better crops yields
 - c. Decrease in birth rates
 - d. More healthy society
 - e. Better transportation
13. Population is ...

- a. Number of community in the world
 - b. Number of people in village
 - c. Number of community in a town
 - d. Number of society
 - e. Number of people living in a county
14. The rapid growth of population will cause many problems, such as....
- a. Higher unemployment
 - b. Smaller in crime
 - c. Enough food and housing
 - d. Unlimited job
 - e. Increase in security
15. To reduce the high birth rate, our government has two programs, they are....
- a. Family planning and urbanization
 - b. Family planning and immigration
 - c. Family planning and transmigration
 - d. Transmigration and urbanization
 - e. Transmigration and migration
16. It has not been successful(last paragraph). The word it refers to....
- a. The birth rate
 - b. Education
 - c. School-year-rate
 - d. The government
 - e. Birth control programme
17. The smaller family will have benefits. One of them is....
- a. Decrease the living standard
 - b. Increase the living standard
 - c. Increase economics reassure
 - d. Decrease in job occasion
 - e. Increase in crime

When food is kept too long, it spoils because of yeast moulds, and bacteria. The canning process, however, keeps food or drink in a container so that no infection can reach it, and then it is sterilized by heat. Heat sterilization destroys all infection in food inside the can and chemical preservatives are not necessary.

The principle of canning food was discovered in 1809 by a Frenchman called Nicolas Appert. He corked food in wide-neck glass bottles and put them in water to let the air inside the bottles out, then, he corked the bottles firmly so that no air would go into the bottle. Appert's discovery was rewarded by the French government because better preserved food supplies were needed for Napoleon's troops.

18. The best title for the text above is...
 - a. Keeping food
 - b. Spoiling food
 - c. Canning bottles
 - d. Food canning process
 - e. Warming food
19. Why does food spoil? It is because of...
 - a. Being kept too long
 - b. The canning process
 - c. Heat sterilization process
 - d. Yeast, mould, and bacteria
 - e. Chemical preservation
20. Appert put ...into hot water
 - a. Wide-neck glass bottles
 - b. Food and drink
 - c. The drink
 - d. Narrow neck glass bottles
 - e. The food
21. Appert discovered...
 - a. Wide-neck glass bottles

- b. food and drink infections
 - c. The principle of canning process
 - d. Chemical preservation
 - e. Container
22. ... no infection can reach **it**, and ...(part 1 line 3).
The bold typed word refers to ...
- a. Food and drink
 - b. Foods
 - c. Containers
 - d. Bottles
 - e. Drinks
23. Appert's discovery was rewarded by...
- a. A Frenchman
 - b. Nicolas
 - c. The troops
 - d. French government
 - e. Napoleons troop
24. According to the text, Nicolas was awarded by the government because...
- a. He was Frenchman
 - b. He supplied better food for Napoleon
 - c. He supplied better food for Napoleon's troops
 - d. He was needed by Napoleon's troop
 - e. He liked the food he discovered
25. ...food supplies were needed for Napoleon's **troops**.
The bold typed word means...
- a. A company of animals
 - b. A company of boys scout
 - c. Members of state police force
 - d. A company of people
 - e. Soldier

THE INSTRUMENT OF THE RESEARCH FOR POST- TEST

Waktu: 2× 40 menit

The United Nations is a voluntary association of nations. It was organized to keep the peace, to promote the general welfare of people, and to gain respect for individual liberties and the right of people to determine their own future.

The United Nations, is like many national governments, has organs or divisions. These organs have functions somewhat comparable to those of the legislative, executive, and judicial branches of national government. However, the United Nations does not have as much power to its member nations as national governments have over their people. The United Nations must depend largely on the willingness of the member nations to cooperate in good faith.

1. The United Nations is a voluntary association of nations.

The antonym of voluntary is....

- a. Professionally
- b. Regularly
- c. Largely
- d. Literally
- e. Generally

2. The followings are the aim of United Nations, except....

- a. To keep peace of the world
- b. To promote the general welfare of people
- c. To gain respect for individual liberties
- d. To gain the right of people to determine their own future
- e. To be powerful over its member nations

3. The word its in paragraph two refers to....

- a. Legislative
- b. Judicial

- c. The United Nations
 - d. Executive
 - e. Association
4. According to the text, the statements below are true, except United Nations....
- a. Has some organs and divisions
 - b. Has power over its member nations
 - c. Is a voluntary association of nations
 - d. Functions to keep the world peace
 - e. Helps nations to determine their own future
5. The member nations to cooperate in good faith. The bold typed word means....
- a. To work or act together
 - b. To play important role
 - c. To settle the disputes
 - d. To take part
 - e. To represent others
6. Why doesn't UNO have much power over its member nations?
- a. Respects the individual liberties
 - b. Is a voluntary organization
 - c. Respects the right of nation to determine their own future
 - d. Wants to keep peace
 - e. Doesn't have any troop
7. How many purposes did the United Nations have when it was established?
- It had...purposes.
- a. One
 - b. Three
 - c. Five
 - d. Two

- e. Four
8. These organs have functions somewhat comparable to those of the legislative,...

The word those refers to...

- a. Nations
 - b. Government
 - c. People
 - d. Organs
 - e. Function
9. The United Nations must depend largely on the willingness of the member...

The words below are the synonyms of the bold typed word in the sentence above, except..

...

- a. Readiness
 - b. Motivation
 - c. Reluctance
 - d. Eagerness
 - e. Enthusiasm
10. ... the member nations to cooperate in good faith.[last sentence]

The word faith has the synonyms of the following, except ...

- a. Confidence
- b. Unbelief
- c. Reliance
- d. Trust
- e. Devotion

One fourth of UNICEF's resources are devoted to meeting immediate emergencies arising from natural disasters, political unrest, or epidemic. UNICEF was awarded the Nobel Peace Prize in 1965 for promoting international brotherhood. Three fourth of UNICEF's revenues come from voluntary pledges

by national governments. The rest is from private contributions, the sale of greeting cards, and fund-raising activities.

United Nations Children's Fund is a semiautomatic agency of the United Nations established by the General Assembly on December 11, 1946, originally called the United Nations International Children's Emergency fund. It was created to provide emergency fund. It was created to provide emergency supplies of food, clothing, and medicine to youngsters in war-ravaged in Europe. Once this task was completed, UNICEF began revising long-range programmes to combat disease, malnutrition, and illiteracy among children. UNICEF became a permanent agency in 1953, and the words "International" and "Emergency" were dropped from its name. Today UNICEF's primary concern is helping the government of developing countries improve the quality of life for nearly a billion children.

In 1976, UNICEF adopted a basic-services strategy for the third world to extend community based on services in the field of maternal and child health, applied nutrition, environmental sanitation education, and social welfare service, including day care programmes. Host governments supply matching funds, personnel, and facilities for these projects, while UNICEF provides assistance in the planning and design of services, training of local personnel, and the delivery of special equipment and supplies.

11. Why did the General Assembly establish UNICEF on December 11, 1946?

Because they wanted to

- a. Help the youngsters in the war-ravaged in Europe
- b. Be a semiautomatic agency of UN
- c. Combat diseases, malnutrition, and illiteracy
- d. Collects supplies of food, clothing and medicine
- e. Help the developing-09 countries

12. The main purpose of the UNICEF today is ...

- a. helping the victims of war
 - b. delivering food, clothing , and medicine for children
 - c. helping the developing countries to improve the quality of life of children
 - d. Combating disease malnutrition and illiteracy
 - e. Supporting some children who lost their parents during the war
13. The following words are synonymous, except...
- a. Third world- developing countries
 - b. Awarded –promoted
 - c. Established – created
 - d. To help- to assist
 - e. Provide- supply
14. The host government must....when they get aid from UNICEF.
- a. Plan the service
 - b. Train their own personnel
 - c. Supply the matching funds, personnel, and facilities
 - d. Design the service
 - e. Deliver the special equipment
15. The following are the fund resource of UNICEF, except
- a. Voluntary pledges
 - b. Private contribution
 - c. Selling special cards
 - d. Nobel prize
 - e. Creating fund raising activities
16.while UNICEF provides **assistance** in the planning and design of services.....
- Here is the synonym of the bold typed word above, except....
- a. Hindrance
 - b. Aid
 - c. Backing
 - d. Help

- e. support
17. UNICEF is one of the UN agencies dialing with...
- a. Education
 - b. Culture
 - c. Food
 - d. Children
 - e. Support
18. These countries need UNICEF's fund, except...
- a. France
 - b. Venezuela
 - c. Zimbabwe
 - d. Cambodia
 - e. Vietnam
19. The main idea of paragraph two is...
- a. The chance of UNICEF's name
 - b. What UNICEF was created to
 - c. A basic- service strategy adopted by UNICEF for the third world
 - d. UNICEF is a semiautomatics agency of UNO
 - e. UNICEF's primary concern
20. ...in the field of **maternal** and children health,...
- The synonym of the bold typed word above is...
- a. Hygiene
 - b. Motherly
 - c. Internal
 - d. Dirtiness
 - e. Sanitation

People who are looking for a job can find information about job vacancies in the mass media. A company places an advertisement in newspaper or magazines when they need people to fill vacant positions. These advertisements give job seeker all the information they need to know about vacancies.

In addition to advertisement, there some other institution, both government and non-government that do the same thing. These institutions are known as job centre or employment agency. Their purpose is to make people know about the vacancies.

Jobcenter is an official government institution. It provides information and also accepts registration of applicant who need job. Each will different a registration card telling everything about the holder. By having this, the holder has at least two advantages. First, the holder is stated on the list of Department of Manpower as a job- seeker. Second, if a vacancy is thorough the department, he or she will be informed and invited to apply the job.

Really, getting job is not an easy matter. Applicant should prepare themselves better by having good skills and abilities, good educational background, and determination to succeed.

21. The topic of the first paragraph is
 - a. Advertising companies
 - b. Specific requirement
 - c. A job description
 - d. Information about vacancies
 - e. Among of salaries
22. You'll be accepted as an employee of a company if you fulfill the...
 - a. Education background
 - b. Among of salaries
 - c. Skills and abilities requirement
 - d. Specific requirement
 - e. Registration card
23. Paragraph three tells about...
 - a. Registration card
 - b. Government institution
 - c. Registration of applicants
 - d. The list of the Departments of Manpower
 - e. The advantages of having a registration card.

24. The statements below are true according to the text, except...
- a. An applicant gets information about job vacancies in an advertisements
 - b. The purpose of a job centre is to make people know about vacancies
 - c. Without having good skills, job seekers can get a job easily
 - d. An applicant should have a good educational background
 - e. An employment agency can be nongovernment.

25.all the information they need to know are about vacancies.

The word vacancies means ...

- a. Position of the job
- b. Position which have not been filled
- c. Period of resting from long work
- d. Period of going recreation
- e. Everything about a jobs

CURRICULUM VITAE

The writer, St. Hajrah was born on January 1st 1986 in Belajen, Kabupaten Enrekang, Southeast Sulawesi. She has two brothers and four sisters. She is the fourth child of Abd. Rahim and Ratnawati.

In 1992, she started her education in Madrasah Ibtidaiyah Guppi kambiolangi Kec. Alla', Kab. Enrekang and graduated in 1998. She continued her study in MTs Negeri Alla', Kab. Enrekang and graduated in 2001. And then in 2002 she continued her study in SMA Muhammadiyah Kalosi Enrekang and graduated in 2005. In 2006, she was accepted as a students in English Department of Tarbiyah and Teaching Science Faculty of State Islamic University (UIN) Alauddin Makassar.

