

**USING READING RACE IN IMPROVING STUDENTS'
READING ABILITY AT ISLAMIC JUNIOR HIGH
SCHOOL BAHRUL ULUM, GOWA REGENCY**



A Thesis

*Submitted to the Tarbiyah and Teaching Science Faculty of UIN Alauddin
Makassar in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan*

By:

Nuraziza Aliah
Reg. Number: T20401106150

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHING SCIENCE FACULTY
ALAUDDIN STATE ISLAMIC UNIVERSITY OF
MAKASSAR
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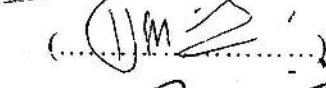




2010

PENGESAHAN SKRIPSI

Skripsi yang berjudul "Using Reading Race in Improving Students' Reading Ability at Islamic Junior High School Bahrul Ulum, Gowa Regency", yang disusun oleh saudari : **NURAZIZA ALIAH NIM 20401106150**, mahasiswa Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar, telah diuji dan dipertahankan dalam sidang munaqasyah yang diselenggarakan pada hari Selasa, tanggal 27 Juli 2010 M bertepatan dengan tanggal 15 Sya'ban 1431 H dan dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) dalam ilmu Tarbiyah Jurusan Pendidikan Bahasa Inggris dengan beberapa perbaikan .

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DEWAN PENGUJI (SK Dekan No. 144 Tahun 2010)

Ketua	: Dra. Djuwairiah Ahmad, M.Pd., M.TESOL	()
Sekretaris	: Dra. Kamsinah, M.Pd.I	()
Munaqasy I	: Muh. Rusydi Rasyid, S.Ag., M.Ag., M.Ed	()
Munaqasy II	: Dra. St. Azisah, M.Ed. St	()
Pembimbing I	: Prof. Hamdan Juhannis, M.A., Ph. D.	()
Pembimbing II	: Nursalam, S.Pd., M.Si.	()

Diketahui Oleh
Dekan Fakultas Tarbiyah dan Keguruan
UIN Alauddin Makassar



Prof. Dr. H. Moh. Natsir Mahmud, MA.
NIP. 19540816 198303 1 004

PERSETUJUAN PEMBIMBING

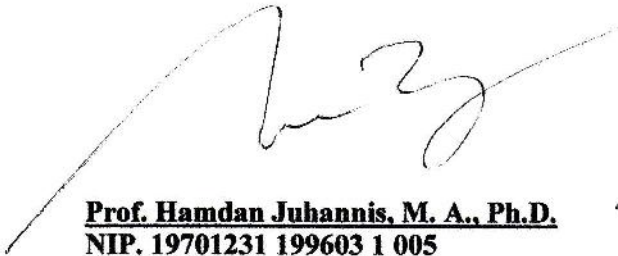
Pembimbing penulisan skripsi saudara **Nuraziza Aliah Nim: 20401106150**, mahasiswi Jurusan Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar, setelah dengan saksama meneliti dan mengoreksi skripsi yang bersangkutan, dengan judul **“Using Reading Race in Improving Students’ Reading Ability at Islamic Junior High School Bahrul Ulum, Gowa Regency”**, memandang bahwa skripsi tersebut telah memenuhi syarat ilmiah dan dapat disetujui untuk diajukan ke sidang munaqasyah.

Demikian persetujuan ini diberikan untuk dipergunakan dan diproses selanjutnya.

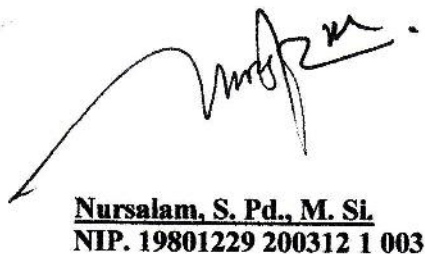
Makassar, 14 Juli 2010

Pembimbing I

Pembimbing II



Prof. Hamdan Juhannis, M. A., Ph.D.
NIP. 19701231 199603 1 005



Nursalam, S. Pd., M. Si.
NIP. 19801229 200312 1 003

PERNYATAAN KEASLIAN SKRIPSI

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

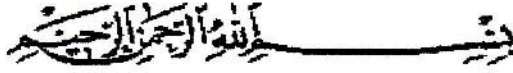
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Penulis



Nuraziza Aliah
20401106150

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Alhamdulillah Rabbil Alamin, the writer expresses her gratitude to the God Almighty who bestows and blesses her, so she could finish writing this thesis.

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Finally the writer is sure that this thesis is far from being perfect so the writer sincerely appreciates the constructive criticism from the reader.

Makassar, 12 July 2010

The writer

A handwritten signature in black ink, appearing to read 'Nuraziza Aliah', with a long horizontal stroke extending to the right.

Nuraziza Aliah
NIM. 20401106150

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MOTTO

I AM NOT THE BEST
BUT
I WILL DO THE BEST

*I dedicated this thesis
to my beloved parents, my sisters and brothers
for their support, pray, attention, and wish to my
successful study.*

ABSTRACT

Title : "Using Reading Race in Improving Students' Reading Ability at Islamic Junior High School Bahrul Ulum, Gowa Regency".

Researcher : Nuraziza Aliah

Consultant I : Prof. Hamdan Juhannis, MA., Ph. D.

Consultan II : Nursalam, S. Pd., M. Si.

This was a pre-experimental research using one group pre-test and post-test design, which was aimed at finding out the effects of Reading Race Technique in improving students' ability in reading at Islamic Junior High School Bahrul Ulum, Gowa Regency.

The population of this research was Islamic Junior High School at 2009/2010 academic year. There are three classes of this school; they are first year class, second year class and third year class. It consists of 14 students of first year class, 13 students of second year class and 19 students of third year class. The total number of population is 46 students. The writer used purposive sampling technique and it consists of 27 students.

This research employed reading testing (multiple choice questions) as the instrument of data collection. The result of this test was used to assess to what extent reading race technique to improve the students' ability in reading after the treatment. After several meetings, this research found out the use of reading race technique significantly effective to improve the students' ability in reading. The result of this research was (1) the mean score obtained by students through pre-test was 61.11 and post-test was 82.59, (2) the value of t-test was 7.011, the level significance= 0.000 degree of freedom, $df= 29$ and level of confidence= 95,. It means that this is a significant difference between the result of the students' pre-test and post-test. Therefore, hypothesis H_0 was rejected and H_1 was accepted.

CHAPTER I

INTRODUCTION

This chapter presents background, problem statement, objective of the research, the significance of the research, the scope of the research and the operational definition of terms.

A. Background

Reading is one of the basic communication skills and a process in which reader finds information given by the writer in the written form.

Reading ability is the most important thing today and no one can get success without having this ability. This ability helps people to get information from the simple reading text to the more complex one. The events of the day to the scientific issue can be known through reading ability. As De Boer states, "One of the best important ways of learning however is through reading. Success in school and in life depends in large part on your ability to read". (1982:166)

For this reason, the reading ability is importantly needed for students in acquiring the English language skill. This can be seen in the teaching learning process. There are many books on science and technologies are written in English. This means that learners are expected to be able to understand the English written information in the book used. Hence, the reading ability is significantly needed by the student.

But, in fact there are many students who feel afraid and worried to know the material given in fully English and without translation in the written form. However, this is not only the single problem faced by the student in acquiring the English language skill, particularly reading skill. There is also another significant obstacle they faced in understanding the reading passage; it is the speed and comprehension of the student. They always try to find out the meaning of every word so they are difficult to understand the meaning of the text. Kumba in Ratna (1995:30) states that "the average students are still poor in reading especially in comprehending the passage". This statement is supported by the result of some researchers who found out that the students' ability in reading especially in speed and comprehension is very low. Yet, like any other skill, the ability to read efficiently can be developed with training.

In training, the technique is significantly needed by the teacher. Because the technique or teaching influences the students' success, so the teacher of English should select the suitable method or technique to teach the students. So, this thesis, the writer tries to introduce reading race technique.

Reading race technique is technique which is used to improve the reading speed and comprehension. By reading race students can read information more quickly. The students may also get a better understanding of it, as we will hold more of it in short term memory. Reading race also is how can the students read with better comprehension during quicker and remember it well also at the same time. Nurhadi (1987: 31-32) states that read fast and effective is kind reads that give top priority speed, without leave comprehension towards the reading aspect.

Caring out the situation above, the writer is interested to conduct a research on **“Using Reading Race in Improving Students’ Reading Ability at Islamic Junior High School Bahrul Ulum, Gowa Regency”**.

B. Problem Statements

Related to the background above, the writer formulates research questions as follow:

1. What is the students’ reading ability before using reading race of the students at Islamic Junior High School Bahrul Ulum, Gowa Regency?
2. What is the students’ reading ability after using reading race of the students at Islamic Junior High School Bahrul Ulum, Gowa Regency?
3. Is the use of reading race effective to improve the students’ reading ability at Islamic Junior High School Bahrul Ulum, Gowa Regency?

C. Objectives of the Research

In relating to the problem statements above the objective of the research are to find out:

1. The students’ reading ability before using reading race of the students at Islamic Junior High School Bahrul Ulum, Gowa Regency.
2. The students’ reading ability after using reading race of the students at Islamic Junior High School Bahrul Ulum, Gowa Regency.
3. The effectiveness of reading race in improving the reading ability of the students at Islamic Junior High School Bahrul Ulum, Gowa Regency.

D. Significance of the Research

The results of the research are expected to be useful information and a reference for the English students in general, and for the teachers. It is also expected to give a new insight in developing the English reading skill.

E. Scope of the Research

The research is restricted to the use of Reading Race strategy to improve reading ability at Islamic Junior High School Bahrul Ulum, Gowa Regency. In this research, the writer uses reading test with different topic as the instrument to measure the students reading ability.

F. The Operational Definition of Terms

1. Reading Ability

Reading ability is skill to recognize the meaningful written symbol and the comprehension of message which is communicated. As Foertsch states, "Learning to read means learning to bring meaning to a text in order to get meaning from it". (1998). Petty and Jensen (1980:208) say when a person reads, he is processing information, of course, they do not say that all information processing is reading.

In reading, understanding only not enough, but also need the speed in reading. This ability is necessary to make relevance between the students' knowledge and the growing of science and technology now. In fact, some test like national examination, TOEFL test, etc, the students required to find answer to specific question in limited time. Combination between speed and comprehension in reading, the researcher calls "the reading ability".

2. Reading Race

Reading race is technique which is used to improve the reading speed and comprehension. Application of this strategy in teaching learning process will makes all the students more active in classroom and to decrease the students' habit that reads and translates text word by word. In teaching learning process, reading is formulated like a motor race or car race championship, where the students confront each other in reading speed and comprehension.

Based on the definition above, the writer conclude that the application of reading race in improving the students' reading ability means that the application of reading race can become one of effective ways in teaching reading process, where students can overcome the barriers to learn for getting result in improving their reading ability.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Research Finding

Rani Musfirah (2004) conducted a research on catching the main idea through speed reading, she reported that the students of SMUN 1 Selayar are able to catch the main idea, because 18 (60%) of students can catch the main idea of paragraph.

Hj. Sabaria in Muslimah (2008) conclude out that one of the teachers' most effective instrument for stimulating and guiding the students in teaching and in learning process on the part of the teaching, a teacher can begin by focusing on the question the teacher uses.

Supiani (2009) states that the use of skimming and scanning technique was successful to improved the students' reading comprehension achievement at the third year students of SMP Negeri 3 Bontotiro.

Hariana in Muslimah (2008) reported that reading material in various ways could improve the students' interest.

Based on the previous related research above the researcher concludes that there are many ways that the teacher can use to improve the students reading ability. In this case, the teachers are expected to use many kinds of technique or method on the reading class. So, in this thesis, the writer wants to introduce a new technique to improve reading speed and comprehension namely reading race technique. The writer is sure that the facts shown through conclusion of previous research ensure the writer this research is visible to conduct.

B. The Concept of Reading

Before going on discussion of the aspect related to reading, the researcher would like to present a verse of the Al-Qur'an verse namely the first and the third verse of Al-alaaq;

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾

“(1) Read in the name of thy Lord Who created. Read and your Lord is the most generous”. (Al-alaaq: 1, 3). (www.quranexplorer.com)

The first verse shows the requisite of reading; before reading, someone must read *basmalah* to get Gods' mercy and the third verse shows that if someone always repeat his/her reading, the God will give mercy and knowledge for him/her. In conclusion, reading is very important and the people must be read something not only such a text, but also read anything that in which they get information or knowledge.

1. The Definition of Reading

Reading is an exercise dominated by eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages (Jeremy Horner, 1991:190). Reading must be recognized that is a language process. It is closely linked to other language processes, particularly to cognitive process. It is centered in brain and it involves all the process that brain uses in the normal course of mental activity like: we pay attention, we perceive, we remember, we forget, etc. (Barbara Taylor, 1988).

Three basic definition of reading have driven literacy programs in the United States (Foertsch, 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 from it.

Guy L. Bond and Eva Bond Wagner explained the meaning of reading as the process of acquiring and author's meaning and of interpreting, evaluating and effecting upon those meaning. Eddie Williams (1984:2) states that the definition of reading is that it is a process whereby one looks at and understands what has been written

From the quotes above, the writer can conclude that reading is the interaction between the reader and the writer where the reader tackles what the writer means. The reader expresses it by giving attention, encoding and retrieval with eyes and brain.

2. Reading Abilities

Two basic parameters for reading:

a. Reading Speed

Mc. Whorter (1992:3) defines reading speed as performing reading with the minimum expense or waste time. On the other hand, reading speed is the ability of the reader to use time effectively without losing comprehension.

Reading speed or reading faster helps you to understand more. In fact, your brain works better when you read faster. If you read slowly, you read one word at a time; you must remember many separate words. Soon you can get tired or bored. But if you read faster, you can read groups of words together, and then

you can think about ideas and not just single words. That is why you understand better and remember more.

b. Understanding of What Is Read

M. R. Davenport (2002) views reading as a process of constructing meaning, not of saying words, and perceives miscues as a window into a reader's strategies for creating meaning. The goal of creating meaning and the process of perceive miscue is appearing a new idea or conclusion and the ability of the students' to find answer to specific questions. When the students can achieve the goals, it is mean that the students understand about what they have been read.

3. The Reasons for Reading

People read something to know any information that they need. Grellet in Mursalim (1988:26) there are three main reasons for reading, they are:

a. Reading for information

In most cases, reading for information is relevant to current study of the reader. They read to find of information to reduce their uncertainties.

b. Reading for pleasure

Is done without other people order but according to individual reader are wish, mood and taste. Reading for pleasure aims at giving the reader pleasure through an imaginative experience and centers upon human concern such love, ambition, war, revenge, family live at, etc. it is purpose is to enable and enrich the reader by Deepings his emotional live sharpening his sensitive life value.

Further, the purpose of reading in any language is to inform ourselves about something we are interested in, or to challenge our knowledge on certain matter, in other words, to extend our experience of the world in which we live.

c. Reading for Purpose

Reading for purpose could be specific like looking up a telephone directory for somebody numbers or address. The purpose will usually determine the appropriate type of reading and the relevant reading skills to be used.

4. Kinds of Reading

There are four kinds of reading, namely; silent reading, oral reading, reading aloud, and speed reading.

a. Silent reading; the aim of silent reading understanding, we can do silent reading faster than oral reading because in silent reading there is no physical movement of speech organ. In silent reading, a reader only says the words in mind. To develop the students understanding in silent reading we may give them short reading passage in the beginning and ask afterwards. To test our students speed and understanding we can do the following steps:

- 1) Give them a limited time to read a certain passage
- 2) Give them a particular question to answer about it

b. Oral reading: in oral reading, a reader vocalizes the printed words one by one. So, a reader who does oral reading can practice and try to improve his pronunciation, stress, and intonation. In oral reading the student will get experience in producing the sound which should be practiced as many times as possible.

- c. Reading aloud; is completely different activity. Its purpose is not only to understand a text but also to convey the information to someone else. Reading aloud is very useful in the early stage of foreign language learning to practice pronunciation. It is obvious that reading aloud is some difficult then silent reading because our attention is divided between reading and speaking but it is very important especially for those whose pronunciation is inadequate.
- d. This kind of reading is used to improve speed and comprehension in reading. This skill is very important for student. If they do not have skill of speed reading, call the process of studying will be slow and ineffective. That is why, speed reading should be regarded as one the main skills in reading. The skill of speed reading must run side by sides with the main purpose of reading that is comprehension.

In order to reach the maximum speed reading, the readers need to understand the physical factors involved in the reading processes and how these affects the speed which the reader read. There three physical factors that are influence. They are as follow:

1. Eye Movements

The visual symbol a reader sees on the printed page are the means by which his mind interprets what she reads, in other words, reading is a visual as well as mental process. This section is intended to explain the visual role in the total reading process.

a. Fixation

In reading, a fixation is made eyes stop to focus on a word group of words. Very slow readers fixate or focus on each word in the sentences. Some slow readers may even fixate on each syllable. The duration of the fixation is as the number of fixation. The eyes usually remain on word until the mind perceives the meaning, therefore, if the number of is fixation is large and the duration long, the reading process will be exceeding slow. (Zoon, 1980:25)

b. Recognition Span

The number of words a reader recognizes and perceives during one fixation is called his or her recognition span. Many studies have been made to determine the number of words the ayes is capable or seeing time. The result of this study indicates that the ayes can actually see not more than two or words for fixation. (Zoon, 1980:5)

c. Regression

In the reading process, a reader regresses when he or she goes back and rereads what he or she just reads. Some regression era normal, even necessary, in order to gain complete understanding of what the readers read. However, habitual regression not only decreases the reader's speed but lower his or her level comprehension as well.

2. Lip Movement

As mentioned earlier, reading is a complex process, reading is both a visual and mental process. The mind is capable or perceiving the massage directly

from the eyes contact with printed page. Therefore, lip movements are seldom necessary and in fact, will interfere with reader's speed of reading. There are two kinds of lip movements which are not accepted. They are as follow:

a. Vocalization

If a reader moves his or her lips or whispers each word as he or she reads, he or she is vocalizing. This indicates that he or she did fixating on each word and pronouncing the words as he or she is reading orally. This practice will limit his or her reading rate. (Simanjutak, 1988:46).

b. Sub Vocalization

Although a reader might not actually whisper or moves his or her lips while reading, he o she might say the words to him or herself. In other words, he or she vocalizes. Since thinking is essential to the reading process.

3. Phrasing

In other to comprehend what a reader reads, he or she must read for ideas. An idea is seldom contained in a single word, but rather in a group of words. When the reader speaks, he or she does not distinctly say each individual word instead, he or she speaks in phrases.

Learning to read rapidly and well presupposes that you have the necessary vocabulary and comprehension skill. When the students have advanced on the reading comprehension materials to a level at which that the students can understand college level materials, they will be ready to speed reading practice in earnest. Understanding the role of speed in the reading process is essential. There

is some reason to believe that the factors producing slow reading are also involved in lowered comprehension, most adults are able to increase their rate of reading considerably and rather quickly without lowering comprehension. These same individual seldom show an increase in comprehension is actually better at higher rates of speed. Such results, of course, are heavily dependent upon the method used to gain the increased rate. Simply reading more rapidly without actual improvement in basic reading habits usually result in lowered comprehension.

Some of the fact which reduce reading rate as follow:

1. Limited perceptual span: word-by-word reading.
2. Slow perceptual reaction time: slowness of recognition and response to the material.
3. Vocalization, including the need to vocalize in order to achieve comprehension.
4. Faulty eye movements, including inaccuracy in placement of the page, in return sweep, in rhythm and regularity of movement.
5. Regression, both habitual and as associated with habits of concentration.
6. Faulty habits of attention and concentration, beginning with simple inattention during the reading act and faulty processes of retention.
7. Lack of practice in reading, due simple to the fact that the person has read very little and has limited reading interest so that very little reading is practiced in the daily or weekly schedule.
8. Fear of losing comprehension, causing the person to suppers more time on the individual words.

9. Habitual slow reading, in which the person can not read faster because he has always read slowly.
10. Poor evaluation of which aspects are important and which are unimportant.
11. The effort to remember everything rather than to remember selectively.

There are two very encouraging things about increasing reading speed in: (1) it is easiest reading skills to improve, and (2) no matter how fast people read, they can learn to read still faster. As an excellent reader people can still achieve higher speed in reading. When people want to increase their reading speed they can do, so if they understand rapid reading, having careful guidance in applying these principles and are willing to practice.

When we try to read fast, it is important for us also to know: first is how to pronounce every word in the text. Second, people or the students which can read fast, can cover the text and understand the meaning of the lines in print faster and widely, than the people who can only read slowly, they can only see and understand short angle of the line in the text. Poor readers usually view glance a small, meaningless units of few letters words. For some people they will think that they can really read faster if they could learn to grasp more large meaningful units' throughout each eye pause. Some people also think that they comprehension may improve if a reader learned to read in understanding thought units rather than separate words or in small units or translating them into first language words per words which finally the words itself do not have much a meaning in themselves. Third, to increase our reading speed is to learn to grasp longer units or thought. Fourth, thing to do for faster reading skills is to quicken

the reading pace. Just as one can walk faster when he wants to, he can also read faster if he wants to.

5. Reading Rules

Laidlaw Brothers (1962:84) divides three reading rules that can improve the reading skill:

a. Cultivate the habit of reading

Someone never learn to become an efficient reader or to evaluate what you have read unless you have first become a steady reader.

b. Learning to read actively

This means, thinking while you read, you learned that mistake in reasoning are easy to make bit often hard to spot. Thus, when you read especially when you read anything of controversial nature, you must be on alert for pitfalls in reasoning. If you try to absorb material without thinking about it, the scope of your reading ability will remain very narrow.

c. Learning to apply a principle of subordination to what you read.

It is mean that you must learn to recognize important ideas and to separate them from less important ideas and details. When reading to learn, students need to follow four basic steps:

- 1) Figure out the purpose of reading. Activate background knowledge of the topic on order to predict or anticipate content and identify appropriate reading strategies.

- 2) Attend to the parts of the text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduce the amount of information they have to hold in short-term memory.
- 3) Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increase when they use top down and bottom-up skills simultaneously to construct meaning.
- 4) Check comprehension while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternative strategies. (Heidi Byrnes;1998:11).

After the students follow the four basic steps when they are reading, the students have to know some habits to avoid when reading process.

- 1) Unconsciously forming words with the lips or in the throat. This habit called "Sub-vocalizing".
- 2) Going back over the tracks.

When you read very difficult materials, you may return and read passages that prevent you from what comes next. But such a return should be deliberated back and forth. And lose the thread of what you are reading. The next sentence or paragraph may clear up what was puzzling you. (Laidlaw Brothers;1962:12).

6. Techniques of Improving Reading Skill

There are some techniques that able to help the students to improve reading skill as follows:

a. Learning to read in word group

A good reader reads in word groups. He does not centre his attention on word as such as the eyes travel across a line of print, the eyes move from left to right, pausing slightly at intervals and then moving along the line, where the eyes return sweep to the beginning of the text line. It is during this pause that actual reading take place. Naturally, the fewer pauses, the faster the rate of reading. The fewer that pauses, the less fatigue there will be too, since the eyes do not have to stop and go so many times. To develop greater speed, a reader should widen recognition span and pause for a shorter time. The reader sees no more than just a word at a time and practice seeing a whole phrase. When reading groups, the eyes look at the centre of the group. (Brewton, et. al. 1962:119).

1) Pre-reading

This technique is intended to help understand the meaning of an article or book, therefore a reader needs to read and understand essential points of a written message. (Wiryodijoyo, 1989:54)

2) Skimming

Speed is often important in reading; the readers may have a lot of to read but not much time, for this kind of reading, the readers usually do not know and remember the information from the book or article they read. Therefore, in this case the readers need one technique of reading namely skimming.

Skimming is a technique in which you selectively read and skip in order to find only the most important ideas. The reader does not need to spend much time to read every word, phrase, sentence or paragraph, they just quickly across and down a page to find the specific information.

In skimming technique, the students go through the reading material quickly in order to get the gist of it, to know how the material is organized.

Robert D postman (1985:20) there are three basic aims of skimming, they are:

- A. To get information from a book or article or short story
- B. To find specific case from a reading material

3) Critical reading

In reading, a reader not only wants to know something, but also wants to evaluate it. The ability to evaluate is more determined by the reader's educational background, age, experience and personality. However, every person commonly can evaluate something if his thinking power or mind power develops sufficient. (Wiryodijoyo, 1989:45).

4) Reporting what has been read

The ability to read includes the ability to interpret and summarize accurately the content or meaning of what has been read. In the form of summary, the reader should tell briefly, using his own words, what the book chapter, or article is about. (Brewton, et. al. 1962:126).

5) Key word

Another technique done to be an efficient reader is to look for key words of reading material. To do this, a reader should concentrate his attention on the important words. To a large extent, by ignoring or paying a little attention to another words, a reader must see every word (identify and recognize it) but just spend time a word if can help the reader find the information or ideas in a minimum amount of time. (Bakka, 1989:25)

6) Concentration

In order to be able to understand the reading text, concentration is extremely required. Concentration is mental condition that can direct attention to a certain object. It is too difficult or comprehends a piece of writing without concentration. That is why a reader who wishes to improve his reading ability should have concentration in reading. (Wiryodijoyo, 1989:54).

7. Some Difficulties in Reading

a. Habit of regression

One habit to avoid in reading that of "Going back your track". Almost every reads in this way, that is by doing the habit of regression when reading every difficult material, the readers sometimes reread and return the passage: this habit is allowed; however in ordinary reading, this reading should not be so frequent because it can be block reading rate and comprehension.

b). Word by word reading

Albert J. Harris (1980) stated that the student may have misconception that reading is saying the words, aloud or to oneself, and may not be trying to

group the words in thought units. Many slow readers have the misconception that they have to read every word.

c). Poor concentration

Concentration is extremely important in effective reading. The reader cannot submerge himself completely in reading process if he is poor or less concentration in reading. Consequently, high reading speed and perfect comprehension cannot be realized well without concentration.

C. The Concept of Reading Race

1. Definition of Reading Race

- a) Arie Susani (2008) stated that “reading race is technique which is design like a motor or car race where the students rival each other to read the text and this technique is used to decrease the students’ habit that always read and translate the text word by word”.
- b) The Amazing Reading Race is an innovative initiative to promote literacy and the way to get the students involved in reading for pleasure. (Ann Wilson).

2. The Major Purposes of Reading Race

- a) To makes all the students more active in classroom.
- b) To decrease the students’ habit that reads and translates text word by word.
- c) To increase awareness of the importance of reading and to make reading as a habit.

- d) To trains group work activity.
- e) To increase the students ability to retelling what they have been read.

3. Procedure of Reading Race

- a) The teacher makes 3 (three) kinds of reading text and then copies the reading text, each reading is copied to become 4 (four) sheets.
- b) 12 sheets of reading text are patched on the wall of class (front, behind, right side, and left side of the class).
- c) The students must bolt if they want to read the reading text (they read the reading text like they read the wall magazine).
- d) The students read rapidly with silent mode in 15 minutes.
- e) After that, the students divided into some groups and then they must be discuss about what they have been read to answer multiple choice questions in 10 minutes and to retelling the reading in 5 (five) minutes.
- f) All groups race to answer the entire questions to become a winner.

D. Reading Race and Speed Reading

1. The Sameness between Reading Race and Speed Reading

Reading Race and Speed reading have the same purpose; to improve reading ability, especially to improve reading speed without losing comprehension.

2. The Difference between Reading Race and Speed Reading

- a. To practice Reading Race, someone needs the other person as a rival but to practice Speed Reading someone do not need the other person because he can practice it by his/herself.
- b. Reading Race is measured by how many questions that the students can answer after they read in limited time but Speed Reading is measured by how many words that the students can read in limited time.

E. Resume

Based on the pertinent ideas, the researcher resumed that: reading is the interaction between the reader and the writer where the reader tackles what the writer mean. The reader expresses what he/she had been read by giving attention, encoding and retrieval with eyes and brain. Reading unlike many other forms of communication, is individual, communication usually from the author to the reader. While reading ability can be defined as the ability to understand what the writer writes on the text. To improve students' ability in reading, the teachers can use reading race. Reading race is a good method that makes students could understand as fast as possible, so the students can easily to read English text.

F. Theoretical Framework

The theoretical framework of this research is illustrated as follows:

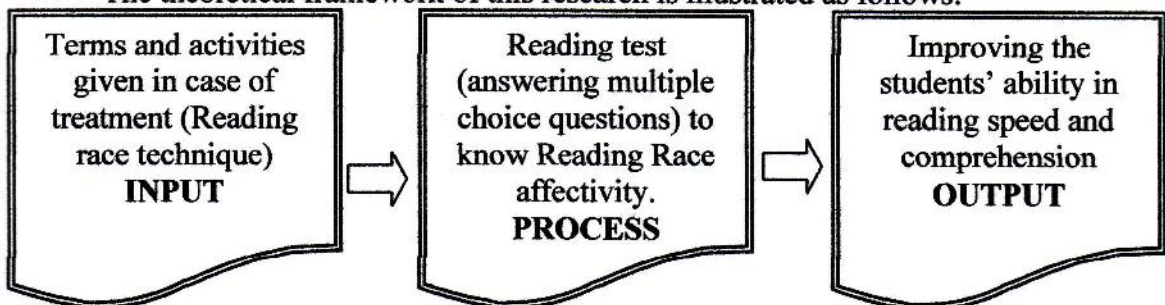


Figure 1. Variable affecting writing achievement

- Input, has something to do with any activities and terms that were committed as treatment within the class during the research based on the reading race technique.
- Process refers to the reading test (answering multiple choice questions) given whose aims to know the influence of reading race technique to the students' ability in reading.
- Output, as the output of the process, it refers to the improving of students' ability in reading speed and comprehension.

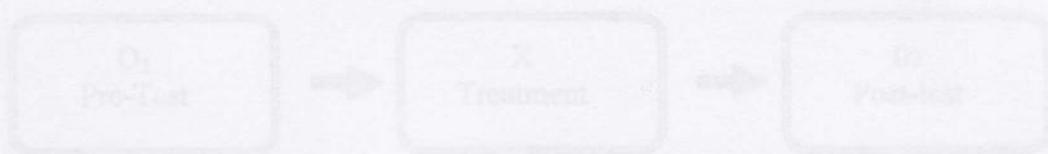


Figure 2. Research design

Where: O_1 = Pre-test

X = Treatment

O_2 = Post-test

(Gay, 1991: 225)

B. The Variable of the Research

This research has one dependant and one independent variable. The dependent variable of this research is the students' reading ability and the independent variable of this research is reading race.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter presents research design, variable of the research, population and sample, the instrument of the research, procedure of collecting data, and technique of data analysis

A. Research Design

The method of this research was pre-experimental design with pre-test and post test design. The comparison between the pre-test and post test score depends on the success of the treatment. The design was presented in the following figure:

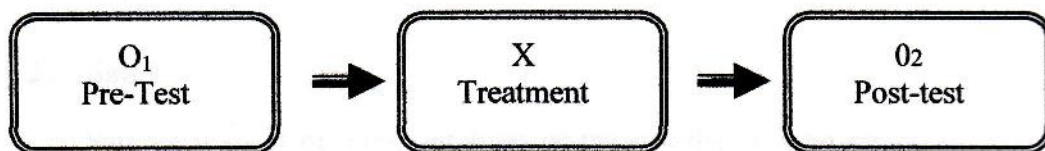


Figure 2. Research design

Where: O_1 = Pre-test

X = Treatment

O_2 = Post-test

(Gay, 1991: 225)

B. The Variable of the Research

This research has one dependent and one independent variable. The dependent variable of this research is the students' reading ability and the independent variable of this research is reading race.

C. Population and Sample

1). Population

To know more about the condition of population in composing this thesis so that for the first time the writer explain definition of population, According to Arikunto: (2006) has a view that population is the total of the research subject. The population of this research was Islamic Junior High School at 2009/2010 academic year. There are three classes of this school; they are first year class, second year class and third year class. It consists of 14 students of first year class, 13 students of second year class and 19 students of third year class. The total number of population is 46 students.

2). Sample

Sample is most of representatives of the population who are researched. (Arikunto, 2006). The sampling technique in this research is purposive sampling because the third year students cannot join with this research because they concern on their final examination so the research just takes two classes namely first year and second year class at Islamic Junior High School Bahrul Ulum, Gowa Regency. The total number of sample is 27 students.

D. The Instrument of the Research

The research instrument plays an important role to collect data. The instrument used in this research is an objective test, and the writer used one type of objective test, which is multiple-choice type. Multiple-choice type can be scored objectively and can measure learning out come directly.

This research, the test consists of reading passages; each reading passage consists of several multiple-choice questions. The test consisted of 20 items with four alternatives. The alternatives include one correct answer and three wrong answers. Comprehension is measured by asking students to choose one out of several alternative answers. The measure of comprehension skills was the number of questions answered correctly.

E. Procedure of Collecting Data

In collecting data, the writer used some procedures as follow:

1) Pre-test

The researcher distributed the pre-test to the students first. It was aimed at finding out the students' prior knowledge about reading text. The pre-test was done on February 17th 2010.

2) Treatment

Activating reading race technique meant researcher helped the student to learn how to read as speed as possible without losing the meaning of the text. The researcher gave the treatment for eight meetings; it takes 90 minutes and gave the different topic for each meeting.

- a) In the first meeting of treatment on February 18th 2010 was conducted in the classroom for 90 minutes. In this meeting, the researcher introduced about the reading race technique and then begin to apply the reading race technique with the following steps:

- (1) The teacher makes 3 (three) kinds of reading and then copies the reading, each reading is copied to become 4 (four) sheet.
- (2) 12 sheet of reading are patched on the wall of class (front, behind, right side, and left side of the class).
- (3) The students must be bolt if they want to read the reading (they read the reading like they read the wall magazine).
- (4) The students read rapidly with silent mode in 15 minutes.
- (5) After that, the students divided into some groups and then they must be discuss about what they have been read to answer multiple choice questions in 10 minutes and to retelling the reading in 5 (five) minutes.
- (6) All groups race to answer the entire questions to become a winner.

b) In the second meeting on February 19th 2010, third meeting on February 21st 2010, fourth meeting on February 23rd 2010, fifth meeting on February 24th 2010, sixth meeting on February 25th 2010, seventh meeting on February 26th 2010, and eighth meeting on February 28th 2010 was conducted in the classroom for 90 minutes. Then, the researcher does the same activity with the first meeting of treatment. But she have to given with the different topic of the text.

3) Post-test

Post-test was the last procedure in this study. It was given to the students after treatment. The post-test was conducted to find out the students achievement

and their progress. It was used to know the result of treatment; it was also used to know whether there is an improvement or not. The post-test was done on March 1st 2010.

F. Technique of Data Analysis

The collecting data through the test by using inferential statistic percentage score is also used to know the students' ability. The steps under taken in quantitative analysis employing the following formulas:

1. Scoring the students' correct answer of pretest and posttest

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total number of items}} \times 100$$

(Sudjana: 1999)

2. Classifying the students' score into following criteria:

The score of the students is classified into seven levels as follows:

No	Rate of Score	Categories	Criteria
1	96 – 100	Excellent	The students can answer the entire questions correctly.
2	86 – 95	Very Good	The students can answer 18 or 19 questions correctly.
3	76 – 85	Good	The students can answer 16 or 17 questions correctly.
4	66 – 75	Fairly Good	The students just answer 14 or 15 questions correctly.
5	56 – 65	Fair	The students just answer 12 or 13 questions correctly.

6	36 – 55	Poor	The students just answer 8, 9, 10, or 11 questions correctly.
7	00 – 35	Very poor	All of the students' answers are wrong, just answer 1 question correctly, and just answer 2, 3, 4, 5, 6, or 7 questions correctly.

Table 1. Classifying Score of Students

The total numbers of questions in pre-test/post-test are 20 items. The scoring is 5 (five) for each correct answer and 0 (zero) for the wrong answer.

Adapted from Nurhidayah, 2009

3. To find out the students' mean score, standard deviation, and significant difference between pretest and posttest the researcher analyzed using SPSS program. The formula of standard deviation of pre-test and post test as follow:

$$S = \frac{\sqrt{\sum_{i=1}^n (x_i - \bar{x})^2}}{n}$$

Where: S = Standard deviation of pre-test and post test

x_i = Nilai ke-i

\bar{x} = Mean score

N = Number of data

(Subana dkk, 2005:87)

T-test as follow:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

Where: X_1 = mean score of pretest

X_2 = mean score of posttest

S_1 = standard deviation of pretest

S_2 = standard deviation of posttest

S_1^2 = the square of standard deviation of pretest

S_2^2 = the square of standard deviation of posttest

r = correlation of pretest and posttest.

(Sugiono, 2003:119)

CHAPTER IV

FINDINGS AND DISCUSSIONS

This Chapter presents the research finding and discussion. The findings present the description of the data collected through test. The further explanations and interpretation are given in the discussion section.

A. Findings

The findings of the research deal with the description of data, the students' reading ability before and after using reading race, the frequency in the rate percentage of the students' scores, mean scores, the t-test value and hypothesis testing.

1. The Description of Data

As it has been mentioned in the previous chapter, the writer used the pre-experimental research. She held this research by taking the scores of 27 students as a respondent and analyzed those scores in order to find out whether there is any impact after using Reading Race Technique by using the t-test. So, in total there are 54 scores because the samples had 2 set of scores.

The first score is pre-test score that consists of 20 items and the second one is post-test score that also consists of 20 items. The scoring is 5 (five) for each correct answer and 0 (zero) for the wrong answer. The data of pre-test and post-test score result can be seen in the following tables.

(The form of the test and the result score can be seen in appendix).

2. The students' reading ability before using reading race is presented in the table below:

Table 2. The classification of students' pre-test

Sample	Number of items																				score	Total score	Classification
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
1	0	0	1	0	1	0	1	0	0	0	0	1	0	1	1	0	0	0	1	0	7	35	Very poor
2	0	1	0	0	0	1	1	0	0	0	0	1	0	1	1	0	0	0	0	0	6	30	Very poor
3	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	18	90	Very good
4	1	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	0	1	0	13	65	Fair
5	0	0	1	0	1	0	1	0	0	1	1	1	0	1	1	0	0	1	1	0	10	50	Poor
6	1	1	0	0	1	0	1	1	1	1	0	1	0	1	1	1	0	0	0	1	12	60	Fair
7	0	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	0	1	1	0	12	60	Fair
8	0	0	1	0	1	0	1	0	0	1	0	1	0	1	1	0	1	1	0	0	9	45	Poor
9	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	1	1	16	80	a
10	1	1	0	1	1	0	0	1	1	0	1	1	0	1	1	0	0	1	1	0	12	60	Fair
11	1	1	1	0	0	0	1	1	1	1	0	1	0	1	1	1	0	1	1	0	13	65	Fair
12	1	1	1	0	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	0	14	70	Good
13	1	1	1	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	1	10	50	Poor
14	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	18	90	Very good
15	0	1	0	0	1	1	1	1	1	0	0	0	0	1	0	0	1	0	1	0	9	45	Poor
16	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	0	15	75	Fairly good
17	0	1	1	0	1	0	0	0	0	1	0	1	0	0	1	1	0	1	1	1	10	50	Poor
18	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	18	90	Very good
19	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	17	85	Good
20	1	1	0	0	1	0	1	0	0	0	1	1	0	0	1	1	0	1	1	1	11	55	Poor
21	0	1	1	0	1	0	0	0	0	1	0	1	0	0	1	1	0	1	1	1	10	50	Poor
22	1	0	1	1	1	0	0	0	0	0	0	1	0	0	0	1	1	0	1	0	8	40	Poor
23	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	95	Very good
24	0	0	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	1	6	30	Very poor
25	1	0	1	1	1	0	1	0	1	0	0	0	0	0	1	1	1	1	1	0	10	50	Poor
26	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	17	85	Good
27	0	1	0	0	1	1	1	1	1	0	0	0	0	1	1	0	0	1	1	0	10	50	Poor

The table 2 shows that there are no student include in the excellent classification and a big part of the students include in poor classification (10 students), moreover there are 3 (three) students include in the very poor classification. It means that the average of the students' reading ability before using reading race is still low.

classification (9 (nine) and 8 (eight) students), moreover there are 3 (three) students include in the excellent classification. It means that the average of the students' reading ability after using reading race significantly increase and it

3. The students' reading ability after using reading race is presented in the table below:

Table 3. The classification of students' post-test

Sample	Number of items																				score	Total score	Classification
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
1	1	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	0	1	1	0	14	70	Fairly good
2	1	0	0	1	1	0	0	1	0	0	1	1	0	0	1	1	0	1	0	0	9	45	Poor
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	19	95	Very good
4	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	17	85	Good
5	1	1	1	1	0	0	1	1	0	1	1	1	0	1	1	1	0	0	1	0	13	65	Fair
6	1	0	1	0	1	0	0	1	1	1	0	0	0	1	1	1	0	1	1	1	12	60	Fair
7	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	15	75	Fairly good
8	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	0	16	80	Good
9	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	18	90	Very good
10	1	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	1	1	1	1	16	80	Good
11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	18	90	Very good
12	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	17	85	Good
13	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	18	90	Very good
14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100	Excellent
15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100	Excellent
16	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	18	90	Very good
17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	19	95	Very good
18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	19	95	Very good
19	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	18	90	Very good
20	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	17	85	Good
21	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	17	85	Good
22	1	0	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	16	80	Good
23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100	Excellent
24	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	17	85	Good
25	1	1	1	1	1	0	1	0	1	1	1	0	0	0	0	1	1	1	1	0	13	65	Fair
26	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	18	90	Very good
27	1	1	0	0	1	1	1	1	1	0	1	0	0	1	1	0	0	1	1	0	12	60	Fair

The table 3 shows that there are no student include in the very poor classification and a big part of the students include in very good and good classification (9 (nine) and 8 (eight) students), moreover there are 3 (three) students include in the excellent classification. It means that the average of the students' reading ability after using reading race significantly increase and it

(11.11%) students classified as good, 2 (two) (7.4) students are classified as fairly good, 3 (five) (18.5%) of them were in fair classification, and students

also means that the use of reading race is effective to improve the students' reading ability.

4. The frequency and the rate percentage of the students' score of pretest and posttest were classified in to some criteria. They are presented in the table below:

Table 4. The rate percentage of the students' score of pretest and posttest

Classification	Score	Pretest		Posttest	
		Frequency	Percentage (%)	frequency	Percentage (%)
Excellent	96-100	-	0	3	11.11
Very Good	86-95	4	14.82	9	33.33
Good	76-85	3	11.11	8	29.63
Fairly good	66-75	2	7.4	2	7.4
Fair	56-65	5	18.52	4	14.82
Poor	36-55	10	37.04	1	3.71
Very Poor	0-35	3	11.11	0	0
Total		27	100%	27	100%

The table 4 shows that from 27 students, based on pre-test there was not students got excellent, 4 (four) (14.82%) students are classified as very good, 3 (three) (11.11%) students classified as good, 2 (two) (7.4) students are classified as fairly good, 5 (five) (18.52%) of them were in fair classification, and students

majority as poor it was 10 (37.04%) students, 3 (three) (11.11%) student as very poor. Based on post-test there were 3 (three) (11.11%) students got excellent, 9 (nine) (33.33%) students are classified as very good, 8 (eight) (29.63%) students classified as good, 2 (two) (7.41%) students classified as fairly good, 4 (four) (14.82%) students as fair, only one students was in poor classification and no students got very poor score. The classification above showed that the score of students based on pre-test and post-test increase significantly.

5. Mean score of students in pre-test and post-test

Table 5

Respondent	Mean score	
	Pre-test	Posttest
27	61.11	82.59

The data on the table 5 shows that, the students' reading ability mean score post-test was 82.59 higher than mean score in pretest 61.11. It means that the reading of the students improve after giving treatment.

6. T-test

In order to know whether or not there a significant difference between the two variable (pretest and posttest) for the level significance= 0.000 degree of freedom, $df= 29$ and level of confidence= 95, the t-test was applied and the value of t-test= 7.011. It indicated that there was a significant different between the pretest and posttest of the students.

7. Hypothesis testing

To test the research hypothesis, this research uses statistic hypotheses, namely:

- a. **H₀**: The use of reading race technique is not effective to improve the students' ability in reading at the first and second year students of MTs Bahrul Ulum, Gowa Regency.
- b. **H₁**: The use of reading race technique is effective to improve the students' ability in reading at the first and second year students of MTs Bahrul Ulum, Gowa Regency.

To decide the significance influence of reading race to build students' reading skill. The writer used the rules:

- a. Having significant influence if the level of significant ≤ 0.05 .
- b. Having no significant influence if the level of significant > 0.05

(Mamat & Bagja, 2008)

The writer has mentioned the hypothesis before from the hypothesis, the writer has criteria of test hypothesis: If the level of significant ≤ 0.05 , the alternative hypothesis (H_a) is accepted and Null Hypothesis (H₀) is rejected. It means that the use of reading race technique is effective to improve the students' ability in reading at the first and second year students of MTs Bahrul Ulum, Gowa Regency.

If the level of significant > 0.05 , the alternative hypothesis (H_a) is rejected and Null Hypothesis (H_0) is accepted. It means that the use of reading race technique is not effective to improve the students' ability in reading at the first and second year students of MTs Bahrul Ulum, Gowa Regency.

According to the result of the statistical analysis for the level of significance = 0.000 with degree of freedom (df) = $n-1=26$ were $n=27$, value of t -test = 7.011, pre-tests' mean score = 61.11 and posttests' mean score = 82.59. It means that the alternative hypothesis (H_1) is accepted and reading race technique can improve the reading ability of students.

In conclusion, the use of reading race technique is effective to improve the students' ability in reading at the first and second year students of MTs Bahrul Ulum, Gowa Regency.

B. Discussion

This part, the writer presents the discussion about the analysis on the research that has been presented in the previous sub chapter. In this case the writer will discuss about the data analysis in accordance with the scope of this research the discussion is intended to know the students improvement in reading by using reading race, which is intended the result of pre-test and post-test.

The description of data collected through reading test as explained in the previous section shows that the students' reading ability improved. The improvement is based on the analysis obtained from the students' pre-test the mean score is (61.11), while the mean score of the students' post-test (82. 59) and the result of t -test (7.011) , the level significance = 0.000 degree of freedom, df =

29 and level of confidence= 95, it indicates that after giving treatment by reading race technique the students have better achievement and the writer has known in the application of treatment the students attention be focused in learning and the students easy to understand lesson.

Reading race technique as a treatment has procedure which can improve the students' reading ability because by this technique, the students can practice all the theory that the writer have been showed in chapter two. For example, the application of reading race technique in teaching learning process, the students is trained to find key word of the text, read the text by skimming, etc. So, the students who want to learn to read more quickly and easily should be patient and diligent. If the students understand why the teacher asking them to do an exercise or read the text in certain way, they will be more willing to give it a try. (Simanjutak, 1988:46).

From all the data above, the writer assumes that the application of reading race technique is really helpful to improve students' ability in reading because there was a significant reading achievement of the students after the treatment was conducted. It was proved by the result of data analysis after seeing the result of t-test (7.011), the level significance= 0.000 degree of freedom, $df= 29$ and level of confidence= 95.

In addition, some experts of teaching reading through this technique were very enjoyable to develop their ability in reading English text especially reading speed. This technique also makes the students spirit to read English text because they study while playing.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sections. The first section deals with the conclusion and the second one deals with suggestion.

A. Conclusion

Based on the finding on the discussion, the researcher concludes that the use of reading race technique is effective to improve students' ability in reading based on the following evidences:

1. Students' prior knowledge of reading before applying reading race technique is still low, it was provided by the data that most of students got fair (18.52%) and poor (37.04%) classification with mean score of the students' pre-test was 61.11.
2. Students' ability in reading after applying reading race technique is significantly improved their reading ability, it was showed by the data that most of them got very good and good classification and there were some of them got excellent classification with mean score of students' post test was 82.59.
3. Learning about reading by using reading race technique is an effective way to improve students' reading ability. By using this technique, the students became easy to read English text.

B. SUGGESTIONS

Based on the conclusion above, the researcher proposes the following suggestions:

1. For the English teacher

- a) The English teachers should be more creative to choose methods or strategies in teaching reading, so that the students will be more interested and motivated to study English.
- b) The English teacher should apply this strategy as a way to improve students reading ability in reading subject.

2. For the students

- a) The students should be active or serious in studying English, especially in reading.
- b) The students should be diligent to memorize many vocabularies and using the vocabularies to recognize the meaning of the word in the reading text.

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APPENDIX 1
PRE-TEST/POST-TEST

Read the following text and answer questions 1 to 4.

It is Sunday. Billy and his family are in the house. Billy is in the bedroom and his mother is in the living room. They are looking at the furniture and thinking about what to buy for the garden.

1. What rooms are in the house?
a. The bedroom and living room
b. The bedroom and kitchen
c. The bathroom and kitchen
d. The bathroom and living room
2. What do they go and buy for the garden?
a. Garden
b. Kitchen
c. Garden
d. Kitchen
3. What do they eat at breakfast?
a. Fried rice
b. Scrambled eggs
c. Bread
d. Fried rice and scrambled eggs

Read the following text and answer questions 5 to 8.

SOCCER

Soccer is the world's most popular sport. Known as football throughout the rest of the world, soccer is played by boys, girls, men and women of nearly all ages. Hundreds of millions of people play the game.

The main equipment in soccer is the ball. It is made of animal leather. In professional soccer game, the ball has to pass a quality standard checking before it can be played in the game.

APPENDIX I
PRE-TEST/POST-TEST

Read the following text and answer questions 1 to 4

On Sunday

It is Sunday. Billy and his friend do not go to school, so they plan to clean the bedroom and living room. They make the bed, sweep, and mop the floor, dust the furniture and rearrange.

“Now, everything looks so clean and tidy,” says Giga.

After they finish with the rooms, they go to the garden. They cut the grass, sweep and the dirty leaves, and very proud of them. She gives Billy and his friends a delicious breakfast of fried rice and scrambled eggs.

1. Who do not go to school?
 - a. Billy and her friend
 - b. Billy and Robby
 - c. Giga and Robby
 - d. Robby and her friend
2. Which rooms do they plan to clean?
 - a. The bedroom and bathroom
 - b. The living room and kitchen
 - c. The bedroom and living room
 - d. The bathroom and kitchen
3. Where do they go after finish with the rooms?
 - a. Toilet
 - b. Shop
 - c. Garden
 - d. Kitchen
4. What do they eat at breakfast?
 - a. Fried rice
 - b. Scrambled eggs
 - c. Bread
 - d. Fried rice and scrambled eggs

Read the following text and answer questions 5 to 8

SOCCER

Soccer is the world's most popular sport. Known as football throughout the rest of the world, soccer is played by boys, girls, men and women of nearly all ages. Hundreds of millions of people play the game.

The main equipment in soccer is the ball. It is made of animal leather. In professional soccer game, the ball has to pass a quality standard checking before it can be played in the game.

I am a big fans of soccer. I always play this game after school with my friend at least twice a week. We usually play in my neighborhood park. My favorite soccer player is Samsul Khaeruddin. He still young but his skill made him able to playing and to be the most famous player in big soccer club like PSM. I hope I can be a great soccer player like him someday.

5. What is name of the world's most popular sport?
 - a. Basketball
 - b. Badminton
 - c. Tennis
 - d. Soccer
6. Who does play soccer?
 - a. Boys and Girl
 - b. Men
 - c. Women
 - d. a, b and c are correct.
7. What is the main equipment in soccer?
 - a. Ball
 - b. Stick
 - c. Shoes
 - d. Clothes
8. Who is the name of the most famous player of PSM?
 - a. Aldo Bareto
 - b. Syamsidar
 - c. Samsul Khaeruddin
 - d. Hamzah

Question 9 to 11 are based on the text below

III. Pallangga Raya 41
Gowa Regency, South Sulawesi
February 14, 2010
Dear Putri,

Putri, I'm so glad knowing that you and your family will come here next holiday. We haven't met each other for a long time. I miss you so much. If you come here, I will show you a new park in my town. It is a nice place.

You said you and your family would go by plane. However, I don't know when you will come here exactly. Please tell me the time, so I can pick you up at the airport.

Okay, that's all for you now. Please reply soon. My love is to auntie, uncle and Putra.

Love,
Ratih

9. When will Putri's family come to Ratih's town?
 - a. Last month
 - b. Next holiday
 - c. Before New Year
 - d. in March

10. What will Ratih show to Putri's family?

- | | |
|------------------|----------------------|
| a. A new park | c. A new train |
| b. Her new place | d. A railway station |

11. How would Putri's family go to Ratih's house?

- | | |
|-----------|-------------|
| a. By car | c. By train |
| b. By bus | d. By plane |

Read the following text and answer questions 12 to 16

GUS DUR

KH Abdurrahman Wahid, called Gus Dur was born in Jombang, East Java, in 1940. His grandfather started Indonesia's biggest Muslim organization, the Nahdlatul Ulama, or NU. His father was the first Indonesian minister of religious affairs. Her family moved to Jakarta in 1944. In 1959 he went back to Jombang, where he became a teacher and later a school principal. In 1963 he won a scholarship to go to Egypt and study at al-Azhar University in Cairo. He later studied in Baghdad and in the Netherlands. He returned to Indonesia in 1971 and worked as a journalist and was the president of Indonesia from October 20, 1999 to July 23, 2001. He was the first elected president after the end of the Suharto government. He was dead at December 29, 2009 and buried in Jombang, East Java, where a crowd of about 5,000 people went to the funeral. He had been very ill for a long time and was blind.

http://simple.wikipedia.org/wiki/Abdurrahman_Wahid

12. Where was Gus Dur born?

- | | |
|-------------|------------|
| a. Jombang | c. Jakarta |
| b. Sidoarjo | d. Malang |

13. When was Gus Dur's family moved to Jakarta?

- | | |
|------------|------------|
| a. In 1940 | c. In 1963 |
| b. In 1944 | d. In 1971 |

14. Who is the real name of Gus Dur?

- | | |
|----------------------------|--------------------------|
| a. KH. Abdullah Gymnastiar | c. KH. Abdurrahman Wahid |
| b. KH. Akhmad Dahlan | d. KH. Abdurrahman Saleh |

15. When was Gus Dur dead?
- | | |
|-------------------------|-------------------------|
| a. At December 29, 2009 | c. At December 27, 2009 |
| b. At December 28, 2009 | d. At December 26, 2009 |
16. How many people went to the funeral?
- | | |
|-----------------|-----------------|
| a. 5,000 people | c. 7,000 people |
| b. 6,000 people | d. 8,000 people |

Read the following text and answer questions 17 to 20

Somba Opu Fort

Somba Opu Fort is in the same category as the Fort of Ujung Pandang. Both are located in Makassar and both are the history heritage from the the mighty kingdom of the past in Sulawesi. At present, the Somba Opu Fort is in the process of renovations with the objectives of making it as a culture center that will be called the Sulawesi's Miniature. Around the fort several traditional houses of the kingdoms of Gowa, Bugis, Mandar, Toraja and Kajang has been built, and it's worth to be appreciated. Each of these traditional houses is artistically dedsigned and every unique form depicts the particular cultural philosophy of each tribe. As the center of culture and history, Somba Opu is the right place to visit in the first stages for those who are interested to appreciate the history and culture of South Sulawesi.

17. What is the main thing which described in the text?
- | | |
|--------------------------|------------------------|
| a. Fort of Ujung Pandang | c. Traditional houses |
| b. Somba Opu Fort | d. Sulawesi's miniatur |
18. Somba Opu Fort is in the same category as.....
- | | |
|------------------------------|-----------------------|
| a. The fort of Ujung Pandang | c. The fort of Bugis |
| b. The fort of Toraja | d. The fort of Mandar |
19. Where is Somba Opu Fort located?
- | | |
|-------------|-------------|
| a. Makassar | c. Jakarta |
| b. Toraja | d. Surabaya |
20. What has been built around the fort?
- | | |
|-----------|-----------------------|
| a. Market | c. School |
| b. Bank | d. Traditional houses |

APPENDIX II
TREATMENT MATERIALS AND TEST
TREATMENT 1

Read the text to answer questions 1 to 2

Laila's Job

Laila makes good money at department store. She likes her job. She likes to help the people who come to buy things. She works in the dress department, and she tries to help everyone who comes there. "Do you want a blue dress?" She says, "I have a pretty one right here."

1. Where does Laila work?
 - a. Market
 - b. School
 - c. Department store
 - d. Library
2. What does Laila say to the customer?
 - a. "I have a pretty one right here."
 - b. "I will try to help you."
 - c. "I like a blue dress."
 - d. "I want a blue dress."

Read the following text and answer questions 3 to 5

High School Teacher

Anita Rahman is a high school teacher. She teaches history and geography. She is an excellent teacher and the students like her. Her classes are always interesting.

Mrs. Anita Rahman uses films and maps a lot. Today she is using an overhead projector.

3. Who is Anita Rahman?
 - a. She is a teacher
 - b. She is a doctor
 - c. She is a headmaster
 - d. She is a lecturer
4. What does she teach?
 - a. History and math
 - b. History and geography
 - c. History and physics
 - d. History and chemical
5. What does she use to teach today?
 - a. Films
 - b. Maps
 - c. An overhead projector
 - d. Films and Maps

Question 6 – 10 are based on text below.

Mr. Kartolo, the Farmer

Mr. Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season, Mr. Kartolo is ready to harvest his crops.

Mr. Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.

6. Who is Mr. Kartolo?

a. A teacher	c. A doctor
b. An engineer	d. A Farmer
7. Why is Mr. Kartolo happy?
 - a. Because Mr. Kartolo like the weather.
 - b. Because the rainy season of this year makes the farm beautiful.
 - c. Because it is planting time.
 - d. Because Mr. Kartolo gets rice
8. When does he finish her work?

a. Early	c. At noon
b. At night	d. At afternoon
9. Rice fields become.....and.....during this season.

a. Fresh and green	c. Beautiful and green
b. Fresh and beautiful	d. Good and green
10. What are Mr. Kartolo duties before breakfast?
 - a. Milking the cows, feeding the livestock, and cleaning the house.
 - b. Milking the cows, feeding the livestock, and cleaning the barns.
 - c. Milking the cows, feeding the goats, and cleaning the barns.
 - d. Milking the cows, feeding the goats, and cleaning the house.

TREATMENT 2

Read the following text and answer questions 1 to 3

At the Zoo

Last week Siti and Riska went to the zoo. They went there for recreation. They left home at 6.00 a.m. and arrived in the zoo at 8.00 a.m. It is about a hundred kilometers to go to the zoo from their house. There were a lot of people watching a giant snake. The snake was there for about a week. It was 9 meters long. They thought it was the biggest snake they had ever seen. After going around and watching various animals, they went home. On the way home, they stopped at the Borobudur temple for half an hour.

1. Where did Siti and Riska go last week?

a. Market	c. School
b. Zoo	d. Library
2. What did the people watch in the zoo?

a. A monkey	c. A bird
b. An elephant	d. A giant snake
3. When did they arrive in the zoo?

a. At 06.00 a.m.	c. At 08.00 a.m.
b. At 07.00 a.m.	d. At 09.00 a. m.

Read the text to answer questions 4 to 6

At the market

Mrs. Hasan needs some coffee, onions, tomatoes, salt and chilies. She Goes to Mr. Yazid's shop in the market. Mr. Yazid sells many kinds of goods in his shop. There are boxes of tea and coffee, sacks of sugar, salt, and other spices, fruits and vegetables, and others.

4. What does Mrs. Hasan need?

a. Coffe	c. Tomatoes and chilies
b. Onions and salt	d. a, b, and c are correct
5. Where does Mrs. Hasan go?

a. Market	c. Mall
b. School	d. Supermarket

6. Who has the shop in the market?

- | | |
|---------------|---------------|
| a. Mrs. Hasan | c. Mrs. Yazid |
| b. Mr. Hasan | d. Mr. Yazid |

Read the following text and answer questions 7 to 10

My School

I study at MTs Bahrul Ulum, Gowa Regency, South Sulawesi. It is the famous school in my city. Every year, the school leavers from SD want to continue the study here. However it can only receive the small part of those children.

My school has wide area. There are 7 classrooms in each grade and it also has some sport facilities such as badminton sport, basketball court and tennis court. All students can develop their sport hobby using those facilities.

My classroom is in VII A. It is a tidy room, since we always clean it in turn every day. There are 16 boys and 14 girls in my class. We always work hard to make our classroom tidy and clean.

7. Where is MTs. Bahrul Ulum?

- | | |
|-------------|-------------|
| a. Gowa | c. Takalar |
| b. Makassar | d. Jenepono |

8. How many classrooms in each grade?

- | | |
|------|------|
| a. 5 | c. 7 |
| b. 6 | d. 8 |

9. What kind of sport facilities that school has?

- | | |
|---------------------|----------------------------|
| a. Badminton sport | c. Tennis court |
| b. Basketball court | d. a, b, and c are correct |

10. One of these statements is correct.

- | | |
|-----------------------------|------------------------------|
| a. My classroom is in VII A | c. My classroom is in VIII A |
| b. My Classroom is in VII B | d. My classroom is in VIII B |

TREATMENT 3

Read the following text and answer questions 1 to 3

Emma's hobby

Emma's hobby is buying new books especially, encyclopedias or stories book. She usually goes to bookstore with his friends Adi, Heina and Rifki.

First of all, they make an appointment. Next, they go to bookstore. Then, she checks new books in the store' data base that record in the computer. Then, she begins to search it in the racks. It is fun, you know. Those make his very pleased. They go home before dark.

1. What is Emma's hobby?

a. Buying newspaper	c. Buying magazine
b. Buying new books	d. Buying old books
2. Where do Emma and his friend go?

a. Library	c. Bookstore
b. School	d. Garden
3. Who are Emma's friends?

a. Adi, Hilman, and Reza	a. Adi, Heina, and Reza
b. Adi, Hilman, and Rifki	d. Adi, Heina, and Rifki

Read the text to answer questions 4 to 5

Philately

Philately is the hobby of collecting and learning about postage stamps. The person who has this hobby is called a philatelist.

A philatelist collects a large number of stamps from various countries. They get the stamps from letter they receive. They usually swap stamps with other philatelists as well. This hobby makes them have a lot of friends.

4. The hobby of collecting and learning about postage stamps is called.....

a. A philatelist	c. Stamp
b. Philately	d. A collector
5. The person who has philately's hobby is called.....

a. A philatelist	c. Stamp
------------------	----------

b. Philately

d. A collector

Read the following text and answer questions 6 to 10

Camping

Camping is a hobby of people of different ages. They usually go camping on weekends or holidays. They live outside their house for one or more days. They bring food, clothes and other daily needs with them. They often bring some cooking utensils and cook their own food. They spend several days, or even weeks in a tent. They do a lot of activities, like fishing, swimming, watching birds and wildlife, and playing games.

Camping helps people free from the stress of city life. They leave the city and move closer to the nature. Many people believe that camping is very good for health. Hiking around a campsite or swimming in a river or sea nearby is a good exercise for the body.

6. When do the people usually go to camping?
 - a. Tuesday
 - b. Monday
 - c. Every day
 - d. Weekend or holiday
7. What do the people bring to camping?
 - a. Food, clothes, and other daily needs.
 - b. Food, pillow, and other daily needs.
 - c. Pillow, clothes, and other daily needs.
 - d. Book, pillow, and other daily needs.
8. What do the people do in camping?
 - a. Fishing
 - b. Swimming and playing games
 - c. Watching birds and wildlife
 - d. a, b, and c are correct
9. One of these statements is correct.
 - a. Camping is a good for woman.
 - b. Camping is a good for man.
 - c. Camping is a good for child
 - d. Camping is a good for health.

10. One of these statements is not true.
- Camping is a hobby of people of different ages.
 - Camping is a bad habit.
 - Camping helps people free from stress.
 - Hiking and swimming are good exercise for body.

TREATMENT 4

Read the following text and answer questions 1 to 2

Dear grandmother,

Thank you for the magazine. Daddy sent it this morning. I'm feeling better today. The doctor said that I'm doing well. He advises me to get some rest.

This hospital is a funny place. All the people here are friendly. I especially like the nurse. She brings our lunch trays every day.

But the food is terrible. My roommate can't stand it. His family always brings other food secretly. He gives me some. It taste much better than hospital food.

Love,
Robby

- Who does send the letter?
 - Grandmother
 - Robby
 - Daddy
 - Doctor
- Who does get the letter?
 - Grandmother
 - Robby
 - Daddy
 - Doctor

Question 3 – 6 are based on text below.

Dear listeners,

My name is Anton. I am 12 years old. I am from Gowa. I am a student and now I go to MTs Bahrul Ulum. I want to be engineer.

My mother is a nurse. She works in a small hospital. My father works in New Armada. It is a car assembling factory.

I have two sisters; Ratna and Rini. Ratna is 10 years old and Rini is 8. They are students in SD Bahrul Ulum. Ratna wants to be a doctor and Rini wants to be a teacher.

Please write and tell me about your family.

Anton Hermanu.

3. Where does Anton study?
 - a. MTs. Bahrul Ulum
 - b. MTs. Aisiyah
 - c. MTs. Madani
 - d. MTs. Muhammadiyah

4. How old Anton?
 - a. 8 years old
 - b. 10 years old
 - c. 12 years old
 - d. 14 years old

5. Where does her father work?
 - a. In new armada
 - b. In small hospital
 - c. In library
 - d. In the market

6. How many sister her has?
 - a. One
 - b. Two
 - c. Three
 - d. Four

Read the following text and answer questions 7 to 10

Hi, Gale

How's your holiday in Bali? My vacation in London was great. Mom, Dad and I were going around London to visit various museums, shops, restaurants, and other tourist attractions. My favorite places were Hyde Park and the London Eye. Hyde Park is in the center of London. I saw a concert held in the park when I was there. The London eye is a big wheel; we can see the views of London from it. The experience was amazing.

You should go and see London by yourself sometimes. I sent some photographs, I made with the letter. Tell me your comment and the story about your holiday, will you?

See you soon.

Love,
Kate

7. Where did Kate go to vacation?
 - a. Bali
 - b. London
 - c. Jakarta
 - d. Paris

8. What were Kate's favorite places in London?
 - a. Hyde park and museums
 - b. Hyde park and London eye
 - c. Museums and London eye
 - d. Hyde park and restaurant

9. What did Kate see in the park?
- | | |
|-------------------|-------------------------|
| a. A big wheel | c. Views of London |
| b. A concert held | d. A tourist attraction |
10. What did Kate see in London eye?
- | | |
|-------------------|-------------------------|
| a. A big wheel | c. Views of London |
| b. A concert held | d. A tourist attraction |

TREATMENT 5

Read the following text and answer questions 1 to 2

Balla Lompoa Museum

This museum is a reconstruction of the old palace of the Gowa Kingdom, in wood construction which was built in 1939. It has been restored in 1978 - 1980. The museum displayed historical articles of the kingdom of Gowa such as manuscripts, music instruments, traditional dresses, weapons and various collections of ceremonial accessories of the kingdom.

1. When was Balla Lompoa Museum built?

a. In 1939	c. In 1978
b. In 1938	d. In 1980
2. The museum displayed historical articles of the kingdom of Gowa, except.....

a. Manuscript	c. Traditional dresses
b. Music instrument	d. Skull of the king

Read the following text and answer questions 3 to 4

Barombong

Barombong is one of the famous places for the people of Ujung Pandang. The specialty of this relaxing place is that it has black sand. At weekends, the beach is visited for holidays. This place is appropriate for swimming, water skiing, sailing or only lying down to sunbathe.

3. Where does Barombong take place?

a. Gowa	c. Takalar
b. Makassar	d. Jeneponto

4. This place is appropriate for.....
- | | |
|-----------------|----------------------------|
| a. Swimming | c. Lying down to sunbath |
| b. Water skiing | d. a, b, and c are correct |

Read the following text and answer questions 5 to 6

The Fort of Makassar (Fort Rotterdam)

Fort Rotterdam not only contains some interesting buildings, an arts centre and the La Galigo museum but also provides a quiet haven away from the noisier parts of town. In the late afternoon and evening you can often find young people playing music or rehearsing for theatre performances. The King of Gowa built the fort in 1545. After other forts in the area were destroyed in 1669, Fort Rotterdam was taken over by the Dutch. In 1937 it lost its military function and was handed over to the Fort Rotterdam Foundation for cultural purposes.

5. Who was built the Fort Rotterdam?
- | | |
|---------------------|----------------------|
| a. The king of Gowa | c. The king of Bone |
| b. The king of Solo | d. The king of Jogja |
6. When did Fort Rotterdam lost its military function?
- | | |
|------------|------------|
| a. In 1669 | c. In 1945 |
| b. In 1545 | d. In 1937 |

Read the following text and answer questions 7 to 10

The Cemetary of Sultan Hasanuddin

Sultan Hasanuddin (1629 - 1670) is a king of Gowa who spent his whole life fighting the Dutch. His cemetary is in the cemetary complex of the kings of Gowa. Including in this cemetary is a stone that was utilized as a place for inaugurations of the kings of Gowa, and an old mosque. The tombs of Gowa kings are large stones scattered among the fragrant white kemboja flowers and the splendorous flaming scarlet flamboyant flowers. Outside the cemetary borders there is a stone from tomanurung, on which all kings of Gowa were crowned. According to the legend of South Sulawesi kings, they are the descendants of tomanurung, who were sent from the sky to become kings. The mosque near this place was built in 1903 and restored in 1978.

7. Who is Sultan Hasanuddin?
- | | |
|---------------------|----------------------|
| a. The king of Gowa | c. The king of Bone |
| b. The king of Solo | d. The king of Jogja |
8. Where is his cemetery?
- | |
|--|
| a. In the cemetery complex of the kings of Jogja |
| b. In the cemetery complex of the kings of Solo |
| c. In the cemetery complex of the kings of Bone |
| d. In the cemetery complex of the kings of Gowa |
9. Where does the stone which is outside of the cemetery border come from?
- | | |
|---------------|-------------|
| a. Tomanurung | c. Cemetery |
| b. Sky | d. Mosque |
10. When was the mosque near the cemetery built?
- | | |
|------------|------------|
| a. In 1903 | c. In 1945 |
| b. In 1930 | d. In 1954 |

TREATMENT 6

Read the following text and answer questions 1 to 3

Mita's Family

Mita's family lives in Makassar, South Sulawesi. There are six members of his family. His father and mother live in a small house. The house is very comfortable. His unmarried brother lives with them. His married brother and sister live in different houses.

His father works in an office. He is a government employee. His mother works at home. She takes care of the house. His sister, Farida, is a teacher. She teaches in a senior high school. Her husband is a teacher, too. Farida and her husband have two children. His brother, Hasan, is a doctor. His wife is a secretary. She works in a large office downtown. His brother, Ahmad, is a student. He studies religion. He is not married.

1. Where does Mita's family live?
- | | |
|----------------|-----------------|
| a. In Makassar | c. In Takalar |
| b. In Gowa | d. In Jeneponto |

2. How many member of Mita's family?
 - a. 4
 - b. 5
 - c. 6
 - d. 8
3. Who is the name of Mita's unmarried brother?
 - a. Farid
 - b. Hasan
 - c. Farel
 - d. Ahmad

Read the following text and answer questions 4 to 6

The Jackson Family

Mr. Jackson is an America teacher, but he lives and works in Denpasar. He teaches English at SMP 8. He is a very good teacher. His students like him. His wife is an Indonesian. She comes from Makassar. They have one son and one daughter. The children go to a primary school.

Mr. Jackson's house is made of wood. It has five rooms; a kitchen, a bathroom, a living room and two bedrooms. The Jacksons have a house maid to help Mrs. Jackson to do the house work. The maid comes from Bantul.

4. What is Mr. Jackson doing?
 - a. An American teacher
 - b. An Actor
 - c. A Singer
 - d. A chef
5. Where does Mr. Jackson's wife come from?
 - a. America
 - b. Makassar
 - c. Denpasar
 - d. Jakarta
6. How many rooms in Mr. Jackson's house?
 - a. 3
 - b. 4
 - c. 5
 - d. 6

Read the following text and answer questions 7 to 10

Lia's Grandfather's birthday

It was Lia's grandfather's birthday on the last Sunday. On Friday, Lia's sister and Lia went shopping. They found a nice batik shirt. They bought it and wrapped it in blue paper. Blue is their grandfather's favorite color.

On Saturday morning, Lia's sister made a birthday cake in the kitchen. It was a big and beautiful cake. she wrote happy birthday on it. She put some chocolate and a big candle on top of it.

On Sunday evening, they had a party. Lia's uncle and aunt came to his house. They brought some coke and flowers for my grandfather. They sat together in our living room. His dad said a beautiful prayer. Then, they sang 'Happy birthday' and his grandfather blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt. Finally, his grandmother told us some stories about his grandfather.

7. When was Lia's grandfather's birthday?
 - a. On Friday
 - b. On Saturday morning
 - c. On Monday
 - d. On the last Sunday
8. What did Lia's sister do on Saturday morning?
 - a. Shopping
 - b. Sing a song
 - c. Made a birthday cake
 - d. Blew out the candle
9. Who brought some coke and flowers for grandfather?
 - a. Lia
 - b. Lia's sister
 - c. Lia's grandmother
 - d. Lia's uncle and aunt
10. Where was they sat together?
 - a. In Living room
 - b. In bedroom
 - b. In dining room
 - c. In the garden

TREATMENT 7

Read the following text and answer questions 1 to 3

The Fox and the Bird

One day, a fox saw a bird sitting on the branch of a tree. In its mouth the bird had some food. The fox wanted this food because he was very hungry.

"You are a beautiful bird," the fox said, "But can you sing?"

"Of course, I can sing," thought the bird, "This is a very stupid fox." He opened his mouth to sing and dropped the food. The fox caught the food and said, "Yes you can sing, and you are very beautiful, but you are not very smart." And the fox ran away with the food.

1. Where is the bird sitting?
 - a. On the chair
 - b. On the branch of tree
 - c. On the table
 - d. On the floor
2. Who was very hungry?
 - a. The bird
 - b. The Fox
 - c. The ant
 - d. The rabbit
3. What did the fox do finally?
 - a. Ran away with the food
 - b. Sitting on the branch of tree
 - c. Sing a song
 - d. Sitting on the floor

Read the following text and answer questions 4 to 7

The Lady and the Mouse

One day, a lady saw a mouse run across her kitchen floor. She was very afraid of mice, so she ran out of the house, got on a bus and went to a store. There she bought a mouse-trap. The shopkeeper said to her, "Put some cheese in it, and you will soon catch the mouse."

The lady went home with her mouse-trap, but when she looked in her cupboard, she could not find any cheese. She did not want to go back to the store because it was very late. So she cut out a picture of some cheese out from a magazine and put it in the trap.

Surprisingly, the picture was quite successful. When the lady came down to check the trap the next morning, she found a picture of a mouse next to the picture of the cheese.

4. Where did a lady see the mouse?
 - a. In the kitchen
 - b. In the Bus
 - c. In the store
 - d. In the bathroom
5. How would a lady go to a store?
 - a. By car
 - b. By bus
 - c. By train
 - d. By becak
6. What did a lady buy in the store?
 - a. A magazine
 - b. A mouse-trap
 - c. A picture
 - d. A book

7. What did a lady do with the picture of cheese?
- | | |
|---------------------------|--------------------------|
| a. Put it in the cupboard | c. Put it in the trap |
| b. Put it in the table | d. Put it in the kitchen |

Read the following text and answer questions 8 to 10

Misunderstanding

In a remote part of Wales there is a place called Morrow.

One day, at a London train station, a traveler said to the booking-clerk, "I want a ticket to Morrow, please." The clerk raised his eyebrows, saying, "If you want a ticket tomorrow, why don't you come for it tomorrow?"

"But I want a ticket to Morrow today," the traveler replied. "I told you," the clerk said, "You can't have a ticket tomorrow today. You'll have to come tomorrow for it."

By this time, the traveler was getting more and more annoyed and finally lost his temper and yelled, "Can't you understand what I mean? I want a ticket to a place called Morrow and I want it now!"

Finally understanding what the traveler really wanted, the clerk said quite calmly, "Why didn't you say so in the first place? Here's your ticket."

8. Where did the traveler want to go?
- | | |
|--------------|---------------------|
| a. To Morrow | c. To train station |
| b. To Moscow | d. To London |
9. What did the traveler mean in this story?
- He wants to a ticket to a place called Morrow
 - He wants to a ticket tomorrow
 - He wants to a ticket today
 - He do not want to a ticket
- e. What did the clerk mean in this story?
- A traveler wants to a ticket tomorrow today
 - A traveler wants to a ticket to Morrow
 - A traveler wants to a ticket to Moscow
 - A traveler wants to joke with him.

TREATMENT 8

Read the following text and answer questions 1 to 3

Faith

There is no god worthy of worship except Allah SWT and Muhammad is his messenger. This declaration of faith is called Shahada, a simple formula which all the faithful pronounce. In Arabic, the first part is *La ilaha illallah*—‘There is no god except Allah SWT; ilah (god) can refer to anything which we may be tempted to put in place of God’s wealth, power, etc. Then comes *illa Lah*; ‘except Allah SWT’, the source of all creation. The second part of the Shahada is *Muhammadun rasulu-Llah*: ‘Muhammad is messenger of Allah SWT.’ A message of guidance has come through a man like us.

1. The declaration of faith is called?

a. Fast	c. Shahada
b. Pray	d. Istigfar
2. What is the meaning of *La ilaha illallah*?
 - a. There is no God except Allah SWT
 - b. Muhammad is messenger of Allah SWT
 - c. There is no God.
 - d. Muhammad is a God
3. What is the meaning of *Muhammadun rasulu-Llah*?
 - a. There is no God except Allah SWT
 - b. Muhammad is messenger of Allah SWT
 - c. There is no God.
 - d. Muhammad is a God

Read the text to answer questions 4 to 7

The Fast

Every year, during the month of Ramadan, all Muslims fast from first light until sundown, abstaining from food, drink, and sexual relation. Those who are sick, elderly, or on a journey, as well as pregnant or nursing women are permitted

to break the fast and make up an equal number of days later in the year. If they are physical unable to do this, they must feed a needy person for every day missed. Children must begin to fast (and observe prayer) when they reach puberty, although they may start earlier.

Although fasting is beneficial to one's health, it is regarded principally as a method of self-purifications. By cutting oneself off from worldly comforts even for a short while, a person is able to sympathize with those who go hungry and grow in his spiritual life.

4. When do the Muslims fast?
 - a. In the month of Syawal
 - b. In the month of Sya'ban
 - c. In the month of Rajab
 - d. In the month of Ramadhan
5. What must the people doing if they are physical unable to fast?
 - a. They must permit
 - b. They must feed a needy person for every day missed
 - c. They must begin to fast
 - d. They must be angry
6. When must the children begin to fast?
 - a. When they want
 - b. When they have money
 - c. When they reach puberty
 - d. When they do not have money
7. Why the people like fasting?
 - a. Because fasting is a culture
 - b. Because Fasting is a bad habit
 - c. Because with fasting, they can get money
 - d. Because fasting is beneficial to one's health

Read the following text and answer questions 8 to 10

Where are the muslims?

One billion people from vast range of races, nationalities and cultures across the globe from the southern Philippines to Nigeria are united their common Islamic faith. About 18% live in the Arab world. The world's largest Muslim

APPENDIX III

Answer key of pre-test/ post-test, treatment test 1-8

NUMBER OF ITEMS	PRE-TEST/POST-TEST	ANSWER KEY							
		T1	T2	T3	T4	T5	T6	T7	T8
1	A	C	B	B	B	A	A	B	C
2	C	A	D	C	A	D	C	B	A
3	C	A	C	D	A	B	D	A	B
4	D	B	D	B	C	D	A	A	D
5	D	C	A	A	A	A	B	B	B
6	D	D	D	D	D	D	C	B	C
7	A	B	A	A	A	A	D	C	D
8	C	C	C	D	C	D	C	A	B
9	B	A	D	D	D	A	D	A	C
10	A	B	A	B	A	A	A	A	D
11	D								
12	A								
13	B								
14	C								
15	A								
16	A								
17	B								
18	A								
19	A								
20	D								

NOTE:

T1-T8 = Treatment test 1-8

APPENDIX IV**The Result Score of Students' Pre-test and Post-test**

NO	NAME	CLASS	SCORE	
			PRE-TEST	POSTTEST
1	Andika Mahendrayana	VII	35	70
2	Atsmin Zamzani	VII	30	45
3	Asmaul Husna	VII	90	95
4	Geraldiansyah Arif Saputra	VII	65	85
5	Irmayanti Amelia	VII	50	65
6	Ishabul	VII	60	60
7	M. Indriamin	VII	60	75
8	Muh. Aswar	VII	45	80
9	Muh. Syarif Hidayatullah	VII	80	90
10	M. Tahir Al-Afgani	VII	60	80
11	Muh. Taufiq	VII	65	90
12	Ridwan Maulana	VII	70	85
13	Syahril Gunawan	VII	50	90
14	Rahmat J. Kamase	VII	90	100
15	Aulia Ulfa	VIII	45	100
16	Faisal	VIII	75	90
17	Arman Arbi	VIII	50	95
18	Muh. Ramadan H	VIII	90	95
19	Nursyamsu dhuha	VIII	85	90
20	St. Rahmatiah	VIII	55	85
21	Riska Jafar	VIII	50	85
22	Zefrisal	VIII	40	80
23	Abd. Rahman Said Al-Qadri	VIII	95	100
24	Irmayana	VIII	30	85
25	Muh. Ilham	VIII	50	65
26	Zul Fahmi	VIII	85	90
27	Ardiansyah	VIII	50	60

APPENDIX V

The students' treatment test score

Sample	Score							
	T1	T2	T3	T4	T5	T6	T7	T8
1	30	60	30	30	40	30	50	50
2	50	50	30	100	80	50	50	50
3	80	20	70	60	70	60	60	70
4	60	80	70	60	40	60	70	80
5	70	20	30	60	40	50	50	60
6	40	20	40	50	40	50	60	60
7	40	50	30	60	30	40	60	50
8	60	80	20	20	50	60	60	60
9	80	50	70	40	60	80	90	70
10	60	70	30	60	60	40	30	70
11	60	80	50	60	60	40	30	90
12	80	60	60	70	30	50	20	50
13	60	70	40	20	50	40	50	60
14	50	60	40	50	50	40	50	80
15	60	50	40	50	50	70	60	90
16	90	80	70	40	20	60	50	90
17	90	90	100	80	100	90	80	90
18	90	90	100	70	80	50	60	100
19	80	100	90	60	100	70	60	90
20	50	70	60	40	70	40	40	50
21	60	80	60	60	50	50	70	60
22	90	20	100	70	80	90	80	80
23	80	90	90	40	60	100	70	80
24	80	60	70	70	60	60	60	70
25	60	20	40	60	60	30	50	50
26	70	80	70	20	70	50	70	100
27	60	40	50	60	50	50	30	40

**APPENDIX VI
T-Test**

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRE-TEST	61.11	27	19.431	3.739
POSTTEST	82.59	27	13.893	2.674

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PRE-TEST & POSTTEST	27	.587	.001

Paired Samples Test

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 PRE-TEST - POSTTEST	-21.481	15.921	3.064	-27.780	-15.183	-7.011	26	.000

No : 276/PBI/X/2009

Hal : **Permohonan Pengesahan Judul Skripsi
Dan Penetapan pembimbing**

Kepada Yth.
**Ibu Ketua Jurusan Pendidikan Bahasa
Inggris UIN Alauddin**
Di-
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan di bawah ini:

Nama : Nuraziza Aliah
NIM : 20401106150
Semester : VII (tujuh)
**Fakultas/Jurusan : Tarbiyah dan Keguruan/Pendidikan Bahasa
Inggris**

Dengan ini mengajukan judul skripsi untuk disahkan dan penetapan pembimbing dengan judul:

"Using Reading Race in Improving Students' Reading Ability at Islamic Junior High School Bahrul Ulum, Gowa Regency."

Demikian permohonan ini saya ajukan, atas perhatian dan persetujuan ibu saya ucapkan banyak terima kasih.

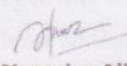
Wassalamu Alaikum Warahmatullahi Wabarakatuh

Makassar, 29 Oktober 2009

Menyetujui/Menetapkan
Ketua Jurusan PBI,

Dra. Djuwainah Ahmad, M.Pd., M. TESOL
NIP. 19700619 199403 2 001

Pemohon


Nuraziza Aliah
NIM. 20401106150

Pembimbing I : **Prof. Hamdan, M. A, Ph.D**
Pembimbing II : **Nurrahman, S. Pd, M. Si.**



**SURAT KEPUTUSAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN ALAUDDIN MAKASSAR
NOMOR 818 TAHUN 2009**

T e n t a n g

**PEMBIMBING/PEMBANTU PRMBIMBING PENELITIAN
DAN PENYUSUNAN SKRIPSI MAHASISWA**

Dekan Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar, setelah:

Membaca : Surat Permohonan Mahasiswa Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar.

Nama: **Nuraziza Aliah** Nim: **20401106150** Tertanggal: **29 Oktober 2009** untuk menjadi Pembimbing Draft Skripsi dengan judul:

"Using Reading Race in Improving Students' Reading Ability at Islamic Junior High School Bahrul Ulum, Gowa Regency."

Menimbang : a. Bahwa untuk membantu penelitian dan penyusunan skripsi mahasiswa tersebut, dipandang perlu untuk menetapkan Pembimbing/Pembantu Pembimbing Skripsi.
b. Bahwa mereka yang ditetapkan dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas sebagai Pembimbing/Pembantu Pembimbing Penelitian dan Penyusunan Skripsi Mahasiswa tersebut di atas.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
2. Peraturan Pemerintah nomor 60 Tahun 1999 tentang Pendidikan Tinggi.
3. Surat Keputusan Menteri Agama Nomor 5 Tahun 2006 tentang Organisasi dan Tata Keda UIN Makassar;
4. Surat Keputusan Menteri Agama Nomor 383 Tahun 1997 tentang Kurikulum IAIN/STAIN.
5. Surat Keputusan Menteri Agama Nomor 485 Tahun 2002 tentang Status IAIN Alauddin Makassar.
6. Keputusan Rektor IAIN Alauddin Nomor 241 A Tahun 2004 tentang Pedoman Edukasi IAIN Alauddin.

MEMUTUSKAN

Menetapkan : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ALAUDDIN MAKASSAR TENTANG PEMBIMBING/PEMBANTU PEMBIMBING PENELITIAN DAN PENYUSUNAN SKRIPSI MAHASISWA

Pertama : Mengangkat/menunjuk saudara:

1. Prof. Hamdan Juhannis, M.A., PhD. (Pembimbing I)

2. Nursalam, S.Pd, M.Si (Pembimbing II)

Kedua : Tugas Pembimbing/Pembantu Pembimbing adalah memberi bimbingan dalam segi metodologi, isi dan teknis penulisan sampai selesai dan mahasiswa tersebut lulus dalam ujian.


Ketiga : Biaya Pembimbing/Pembantu Pembimbing Skripsi dibebankan pada Anggaran Fakultas Tarbiyah dan Keguruan UIN Alauddin sesuai dengan ketentuan yang berlaku.

Keempat : Surat keputusan ini mulai berlaku sejak tanggal ditetapkannya, dengan ketentuan apabila terdapat kekeliruan/kesalahan di dalam penetapannya akan diadakan perubahan/perbaikan sebagaimana mestinya.

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

Ditetapkan di : Makassar

Pada Tanggal : 29 Oktober 2009


Prof. Dr. H. Moh. Natsir Mahmud, M.A.¹
NIP. 19540816 198303 1 004

Tembusan Kepada Ylk:

1. Rektur UIN Alauddin Makassar
2. Mahasiswa yang bersangkutan
3. Arsip.



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR
FAKULTAS TARBIYAH DAN KEGURUAN

Kampus I Slt. Alauddin No. 63 Makassar Tlp. 0411864924 Fax 864923
Kampus II Slt Alauddin No. 63 Samata Sungguminasa-Gowa Tlp. (0411) 424835 fax 424836

PENGESAHAN DRAFT SKRIPSI

No. 636 /PBI/11/2010

Nama : Nuraziza Aliah
NIM : 20401106150
Jurusan : Pendidikan Bahasa Inggris
Judul : "Using Reading Race in Improving Students' Reading Ability at Islamic Junior High School Bahrul Ulum, Gowa Regency".

Draft skripsi mahasiswa yang bersangkutan telah disetujui:

Pembimbing I

Prof. Hamdan Juhannis, M. A., Ph.D.
NIP. 19701231 199603 1 005

Pembimbing II

Nursalam, S. Pd., M. Si.
NIP. 19801229 200312 1 003

Makassar, 10 Februari 2010

Disahkan oleh:

Megetahui:
Ketua Jurusan PBI

a.n. Dekan
Pemb. Dekan Bidang Akademik

Dra. Djuwairiah Ahmad, M.Pd.,M. TESOL
NIP. 19700619 199403 2 001

Dr. H. Ibnu Sulaiman S., M.Ag.
NIP. 19500818 198601 1 00 1





KEMENTERIAN AGAMA

UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR
FAKULTAS TARBIYAH DAN KEGURUAN

Kampus I Jl. Slt Alauddin No. 63 Makassar Tlp.(0411) 864924 Fax 864923
Kampus II Jl. Slt. Alauddin No. 63 Samata Sungguminasa-Gowa Tlp. (0411) 424835 fax 424836

No : TL/TL.00.9/ 571 /2010 Makassar, 9 Februari 2010
Sifat : Biasa
Lamp. : 1 (satu) Exempler
Hal : *Izin Penefitianffenyusun skripsi*
Kepada Yth.
Kepala Badan Penelitian dan Pengembangan Daerah (BALITBANGDA)
Tempat

Assalamu Alaikum Wr. Wb.

Dengan hormat disampaikan bahwa mahasiswa (i) UIN Alauddin Makassar yang tersebut namanya dibawah ini:

Nama : Nuraziza Aliah
NIM : 20401106150
Semester/T.A : VIII (Delapan)/ 2009-2010
Fak./Jur. : Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris
Alamat : Jl. AR. DG. Ngunjung Lr. 3 No. 4 Makassar

Bermaksud melakukan penelitian dalam rangka penyusunan skripsi sebagai salah satu syarat untuk memperoleh gelar sarjanadengan judul skripsi:

"Using Reading Race in Improving Students' Reading Ability at Islamic Junior High School Bahrul Ulum, Gowa Regency".

Dengan dosen pembimbing: **1. Prof Hamdan Juhannis, M. A., Ph.D. 2. Nursalam, S. Pd., M. Si.**

Untuk maksud tersebut, kami mengharapkan kiranya kepada mahasiswa yang bersangkutan dapat diberi izin untuk melakukan penelitian di **Pondok Pesantren Bahrul Ulum Kab. Gowa** pads tanggal **15 Februari 2010** sampai dengan tanggal **15 Maret 2010**.

Demikian harapan kami dan terima kasih.



Moh. Natsir Mahmud, M.A.
NIP. 19540816 198303 1 004

Tembusan:

1. Rektor UIN Alauddin Makassar (Sebagai Laporan)
2. Mahasiswa yang bersangkutan
3. Pertinggal



PEMERINTAH PROVINSI SULAWESI SELATAN
BADAN PENELITIAN DAN PENGEMBANGAN DAERAH
(BALITBANGDA)

Jalan Urip Sumohardjo No. 269 Telp. (0411) 436936-436937 Fax. 436934
M A K A S S A R 90231

Makassar, 11 Februari 2010

Kepada

Nomor : 070.5.1/ /Balitbangda
Lampiran : -
Perihal : Izin/Rekomendasi Penelitian

Yth. Bupati Cowa

di-

Gowa

Berdasarkan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Alauddin Makassar nomor TI/TL.00.9/571/2010 tanggal 9 Februari 2010 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : Nuraziza Aliah
Nomor Pokok : 20401106150
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa
Alamat : Kampus II A Sultan Alauddin No. 63 Samata
Sungguminasa

Bermaksud untuk melakukan pengambilan data di daerah/kantor saudara dalam rangka penyusunan skripsi/tesis, dengan judul :

"USING READING RACE IN IMPROVING STUDENTS' READING ABILITY AT ISLAMIC JUNIOR HIGH SCHOOL BAHRUL ULUM, GOWA REGENCY"

Yang akan dilaksanakan dari Bulan :15 Februari s/d 15 Maret 2010

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan:

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor Kepada Bupati/Walikota Cq. Kepala Bappeda/Balitbangda, apabila kegiatan dilaksanakan di Kab./Kota;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 2 (dua) eksemplar copy hasil penelitian kepada Gubernur Sulsel.Cq. Kepala Badan Penelitian dan Pengembangan Daerah Propinsi Sulawesi Selatan;
5. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut di atas.

Demikian disampaikan untuk dimaklumi dan dipergunakan seperlunya.

a.n. KEPALA BADAN

Kabid Penelitian Pengkajian sosial dan Kelembagaan



Ir. Hj. A. Mardiana, M.Si

Pangkat : Pembina

NIP : 19581117 198703 2 010

TEMBUSAN : Kepada Yth :

1. Gubernur Sulawesi Selatan di Makassar (sebagai laporan);
2. Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Alauddin di Makassar;
3. Kepala Badan Koordinasi Wilayah I dan II (sesuai lokasi penelitian);
4. Mahasiswi yang bersangkutan;



PEMERINTAH KABUPATEN GOWA

BADAN KESATUAN BANGSA, POLITIK & LINMAS

Jln. Mesjid Raya No. 30. Telepon. 884637. Sungguminasa — Gowa

Sungguminasa, 12 Februari 2010

K e p a d a

Nomor : 070/ 117 /BKB/2010

Yth. Kepala Kepala Pesantren

Lamp : -

Bahrul Ulum

Perihal : Rekomendasi Penelitian

Di-

Cambaya

Berdasarkan Surat Kepala Badan Penelitian dan Pengembangan Daerah (Balitbangda) Nomor : 070.5.1/964/Balitbangda tanggal 11 Januari 2010 Perihal Rekomendasi Penelitian

Dengan ini disampaikan kepada saudara bahwa yang tersebut di bawah ini:

Nama : Nuraziza Aliah
Tempat/Tanggal Lahir : Ujung Pandang, 12 Juli 1988
Jenis kelamin : Perempuan
Pekerjaan : Mahasiswa
Alamat : BTN Pallangga Mas Blok A3/7

Bermaksud akan mengadakan Penelitian/Pengumpulan data dalam rangka penyusunan Skripsi/Thesis di Wilayah/tempat saudara yang berjudul : *"USING READING RACE IN IMPROVING STUDENTS READING ABILITY AT ISLAMIC JUNIOR HIGH SCHOOL BAHRUL ULUM GOWA REGENCY"*:

Selama : 15 Februari s/d 15 Maret 2010

Pengikut/Peserta : Tidak ada

Sehubungan dengan hal tersebut di atas, maka pada prinsipnya kami dapat menyetujui kegiatan tersebut dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan kepada yang bersangkutan harus melapor kepada Bupati Cq. Kepala Badan Kesatuan Bangsa, Politik & Linmas Kabupaten Gowa.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat
4. Menyerahkan 1 (satu) Eksemplar copy hasil penelitian kepada Bupati Gowa Cq. Kepala Badan Kesatuan Bangsa, Politik & Linmas Kabupaten Gowa.

Demikian disampaikan dan untuk lancarnya pelaksanaan dimaksud diharapkan bantuan seperlunya.

Tembusan :

1. Bupati Gowa (sebagai laporan)
2. Muspida Kab.Gowa
3. Kadis Diknas Petiluda dan Olahraga Kab. Gowa
4. Dekan Fak. Tarbiyah dan Keguruan UIN Alauddin
5. Yang bersangkutan





**KEMENTERIAN AGAMA KAB. GOWA
PONDOK PESANTREN BAHRUL ULUM
MTs. BAHRUL ULUM**

Jln. Raya Pallangga Km.35 Kec. Pallangga, Kab.Gowa

Pallangga, 01 Maret 2010

SURAT KETERANGAN

NOMOR: 013.MTS.03/SUR.16/III/2010

Yang bertanda tangan di bawah ini, kepala Madrasah Tsanawiyah (MTs) Bahrul Ulum Kab. Gowa, menerangkan bahwa:

Nama : Nuraziza Aliah
NIM : 20401106150
Jenis Kelamin : Perempuan
Fakultas : Tarbiyah dan Keguruan
Jurusan : Pendidikan Bahasa Inggris
Alamat : BTN. Pallangga Mas Blok A3/7
Pekerjaan : Mahasiswa

Benar telah melaksanakan penelitian di Madrasah Tsanawiyah (MTs) Bahrul Ulum Kab. Gowa dengan judul penelitian "Using Reading Race in Improving Students' Reading Ability at Islamic Junior High School Bahrul Ulum, Gowa Regency".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.





**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN ALAUDDIN MAKASSAR
NOMOR 144 TAHUN 2010**

T e n t a n g

**DEWAN PENGUJI UJIAN AKHIR PROGRAM STUDI MAHASISWA
FAKULTAS TARBIYAH DAN KEGURUAN UIN ALAUDDIN MAKASSAR**

Dekan Fakultas Tarbiyah Dan Keguruan UIN Alauddin Makassar

Membaca : Surat Keterangan Ketua Jurusan Pendidikan Agama Islam, Pendidikan Bahasa Arab, Kependidikan Islam/Manajemen Pendidikan Islam, Pendidikan Bahasa Inggris, Pendidikan Matematika, Pendidikan Biologi, Dan Pendidikan Fisika Fakultas Tarbiyah Dan Keguruan UIN Alauddin Makassar, yang menyatakan bahwa mahasiswa-mahasiswi yang namanya tercantum pada lampiran Surat Keputusan ini sudah memenuhi syarat untuk menempuh Ujian Akhir Program Studi.

Menimbang : a. Bahwa Untuk melaksanakan Ujian Akhir Program Studi dalam *rangka penyelesaian* studi mahasiswa-mahasiswi *tersebut*, dipandang perlu mengangkat Dewan Ujian Akhir Program Studi.
b. Bahwa mereka yang tersebut namanya dalam Surat Keputusan ini, dipandang cakap dan memenuhi syarat untuk menguji pada Ujian Akhir Program Studi mahasiswa-mahasiswi tersebut.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 60 Tahun 1999 tentang Pendidikan Tinggi.
3. Peraturan Menteri Agama RI Nomor 5 Tahun 2006 tentang Organisasi dan Tata Keda UIN Alauddin Makassar.
4. Keputusan Menteri Agama RI Nomor 109 Tahun 2002 tentang Statuta. IAIN Alauddin Makassar.
5. Peraturan Presiders RI Nomor 57 Tahun 2005 tentang perubahan IAIN Alauddin Makassar menjadi UIN Alauddin Makassar.
6. Keputusan Menteri Agama RI Nomor 52 Tahun 1993 yang disempurnakan dengan Keputusan Menteri Agama RI Nomor 323 Tahun 1997 tentang kurikulum Nasional IAIN
7. Surat Keputusan Rektor IAIN Alauddin Makassar Nomor 78 Tahun 2001 tentang Pedoman Edukasi IAIN Alauddin Makassar.
8. Surat Keputusan Rektor UIN Alauddin Makassar Nomor 212

MEMUTUSKAN

- Menetapkan** : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ALAUDDIN MAKASSAR TENTANG DEWAN PENGUJI UJIAN AKHIR PROGRAM STUDI (KOMPREHENSIF)
- Pertama** : Mengangkat Dewan Penguji Ujian Akhir Program Studi mahasiswa Fakultas Tarbiyah dan Keguruan yang namanya tercantum dalam lampiran Surat Keputusan ini;
- Kedua** : Dewan Penguji bertugas untuk melaksanakan Ujian Akhir Program Studi terhadap mahasiswa tersebut sampai lulus, sesuai dengan ketentuan yang berlaku;
- Ketiga** : Segala biaya yang timbul akibat dikeluarkannya Surat Keputusan ini dibebankan kepada Anggaran Belanja Fakultas, Tarbiyah Dan Keguruan UIN Alauddin Makassar Tabun Anggaran 2010;
- Keempat** : Surat Keputusan ini mulai berlaku sejak tanggal ditetapkannya, dengan ketentuan apabila terdapat kekeliruan / kesalahan di dalam penetapannya akan diadakan perubahan / perbaikan sebagaimana mestinya.
- Kelima** : Surat Keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan dengan penuh tanggungjawab.

Ditetapkan di : Makassar
Pada tanggal : 14 Juni 2010



Prof. Dr. H. Moh. Natsir Mahmud, M.A.
NIP. 19540816 198303 1 004

Tembusan kepada Yth. :

1. Rektor UIN Alauddin Makassar di Samata-Gowa;
2. Masing-masing yang bersangkutan;
3. Arsip;

Lampiran : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN ALAUDDIN MAKASSAR NOMOR : 144 TAHUN 2010

Tentang
DEWAN PENGUJI UJIAN AKHIR PROGRAM STUDI MAHASISWA
FAKULTAS TARBIYAH DAN KEGURUAN UIN ALAUDDIN MAKASSAR

KETUA : Dra. Djuwairiah Ahmad, M.Pd., M.TESOL
SEKRETARIS : Dra. Kamsinah, M.Pd.I

Daftar nama-nama penguji mahasiswa peserta Ujian Akhir Program Studi :

No.	NAMA PENGUJI	MATA UJIAN	KOMPONEN
1	Drs. Sudirman Usman, M.Ag.	Dirasah Islamiyah	MKDU
2	Drs. Sulaiman Saat, M.Pd.	Ilmu Pendidikan Islam	MKDK
3	Dra. Kamsinah, M.Pd.I.	Metodologi Pengajaran	MKK

Nama mahasiswa peserta ujian akhir program Studi :

No.	NAMA MAHASISWA	NIM	JURUSAN
	Nurazizah Aliah	20401106150	PBI

Ditetapkan di : Makassar
Tanggal : 14 Juni 2010



Prof. Dr. H. Moh. Natsir Mahmud, MA.
NIP. 19540816 198303 1 004



K E M E N T E R I A N A G A M A
UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR
FAKULTAS TARBIYAH DAN KEGURUAN

Kampus I Jln. Slt Alauddin No.63 Makassar Tlp. (0411) 864924 Fax 8649238
 Kampus II Slt Alauddin No.36 Samata Sungguminasa-Gowa Tlp. (0411) 424835 Fax 424836

UJIAN AKHIR PROGRAM STUDI

PENDAFTARAN : **Komprehensif**
 NOMOR : 154/PBI/VI/2010
 TANGGAL : 11 Juni 2010

Yang bertanda tangan di bawah ini Ketua Jurusan Pendidikan Bahasa Inggris menetapkan bahwa :
 : Nuraziza Aliah
 : 20401106150
 : PBI
 Program Studi : Strata Satu (S 1)
 IPK : 3,78
 Alamat : BTN 09 No.A2 Sungguminasa.

NO.	PENGUJI	MATA UJIAN	UJIAN KE...	NILAI		TGL UJIAN	T.TANGAN PENGUJI
				Angka	Huruf		
1	Drs. Sudirman Usman, M.Ag.	Dirasah Islamiyah	I	3,70	Dijika karena hasil praktik	5-4-2010	[Signature]
2	Drs. Sulaiman Saat, M.Pd.	Ilmu Pendidikan Islam	I	3,75	[Signature]	03/6/2010	[Signature]
3	Dra. Kamsinah, M.Pd.I.	Met. Peng. Pend. Bhs. Inggris	I	4,0	[Signature]	17/6-10	[Signature]
JUMLAH							

Mahasiswa tersebut telah memenuhi syarat untuk mengikuti Ujian Munafasyah



Makassar, 11 Juni 2010



Disetujui dan ditandatangani,
 Drs. Djurwairiah Ahmad, M.Pd., M.TESOL.
 NIP.19700619 199403 2 001



**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN ALAUDDIN MAKASSAR
NOMOR 104 TAHUN 2010**

**T e n t a n g
DEWAN PENGUJI UJIAN AKHIR PROGRAM STUDI MAHASISWA
FAKULTAS TARBIYAH DAN KEGURUAN UIN ALAUDDIN MAKASSAR**

Dekan Fakultas Tarbiyah Dan Keguruan UIN Alauddin Makassar

- Membaca** : Surat pembimbing Skripsi mahasiswa Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar, dengan nama: **Nuraziza Allah** Nim: **20401106150** tertanggal: **15 Juli 2010** yang menyatakan bahwa mahasiswa (i) tersebut sudah siap untuk menempuh ujian/munaqasyah skripsi.
- Menimbang** : a. Bahwa untuk melaksanakan ujian skripsi dalam rangka penyelesaian studi mahasiswa tersebut di atas, dipandang perlu menetapkan Panitia/Dewan Munaqisyah;
b. Bahwa mereka yang tersebut namanya dalam Surat Keputusan ini dipandang cakap untuk melaksanakan tugas ujian/munaqasyah skripsi tersebut.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Peraturan Pemerintah Nomor 60 Tahun 1999, tentang Pendidikan Tinggi;
3. Peraturan Menteri Agama RI. Nomor 5 Tahun 2006, tentang Organisasi dan Tata Kerja UIN Alauddin Makassar.
4. Keputusan Menteri Agama Nomor 458 Tahun 2002, tentang Status IAIN Alauddin Makassar.
5. Keputusan Rektor IAIN Alauddin Nomor 43 Tahun 1992, tentang Penulisan dan Ujian Skripsi/Munaqasyah pada IAIN Alauddin;
6. Surat Keputusan Rektor IAINp Alauddin Nomor 241 A Tahun 2004, tentang Pedoman Edukasi IAIN Alauddin;
7. Surat Keputusan Rektor IAIN Alauddin Makassar Nomor 212 Tahun 2005 tentang Kalender Kegiatan Akademik 2006;

MEMUTUSKAN

Menetapkan :SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN ALAUDDIN NIAKASSAR TENTANG PANITIA UJIAN/MUNAQISY SKRIPSI

Pertama :Mengangkat Panitia Ujian/Dewan Munaqisy Skripsi Saudara (1): **Nuraziza Aliah** Nim: **20401106150** yang namanya sebagaimana tercantum dalam lampiran Surat keputusan ini;

Kedua :Panitia Ujian/Dewan Munaqisy bertugas, untuk mempersiapkan dan melaksanakan ujian terhadap mahasiswa tersebut sesuai dengan ketentuan dan peraturan yang berlaku;


Ketiga :Segala biaya yang timbul akibat dikeluarkannya Surat Keputusan ini dibebankan kepada anggaran belanja Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar tahun Anggaran 2008;

Keempat :Surat keputusan ini mulai berlaku sejak tanggal ditetapkan dan apabila di kemudian hari terdapat kekeliruan didalamnya akan diperbaiki sebagaimana mestinya;

Kelima :Surat Keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan dengan penuh tanggung jawab.

Ditetapkan di : Makassar
Pada Tanggal : 15 Juli 2010

Dekan,


Prof. Dr. H. Moh. Natsir Mahmud, MA.
NIP. 19540816 198 303 1 004

Tembusan :

1. Rektor UIN Alauddin Makassar;
2. Mahasiswa yang bersangkutan;
3. Arsip.


LAMPIRAN : SURAT KEPUTUSAN DEKAN FAKULTAS
TARBIYAH DAN KEGURUAN UIN ALAUDDIN
MAKASSAR
NOMOR: 104 TAHUN 2010

TENTANG PERSONALIA PANITIA/DEWAN MUNAQISY

SKRIPSI An. Saudara (i) **Nuraziza Aliah** Nim: **20401106150**

KETUA : Dra. Djuwairiah Ahmad, M.Pd., M.TESOL.
SEKRETARIS : Dra. Kamsinah, M.Pd.I.
MUNAQISY I : Muh. Rusydi Rasyid, S.Ag.,M.Ag.,M.Ed.
MUNAQISY II : Dra. St. Azisah, M.Ed.,St.
PEMBIMBING I : Prof. Hamdan Juhannis, M.A.,Ph.D
PEMBIMBING II : Nursalam, S.Pd., M.Si.
PELAKSANA : Wahyuddin, S.Ag.,M.Pd.I.

Ditetapkan di : Makassar


Dekan,
Prof. Dr. H. Moh. Natsir Mahmud, MA.
N.I.P. 19540816 198303 1 004

*) Coret yang tidak perlu

CURICULUM VITAE



Nuraziza Aliah was born at Ujung Pandang, 12th July 1988. She began to receive her part of his education at Elementary School at SDN 67/1 Rappokalling Makassar and graduated in 2000. Then she continued her study at MTsN Model Makassar and finished in 2003. After that she continued her study at MAN Model Makassar and finished in 2006. In the same year he was accepted in English Education Department (PBI) of Tarbiyah and Teaching Faculty at Alauddin State Islamic University (UIN) Makassar, He was active in two extracurricular organizations. They are: the threasure of English Lover Club (ELC) Makassar (2007-2008), as a member of Gerakan Pemuda Pelajar Mahasiswa Barru (GAPPEMBAR) Komisariat UIN Alauddin Makassar.