1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

THE INFLUENCE OF USING PARTICIPATORY APPROACHES ON THE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION AT THE SEVENTH GRADE STUDENTS OF *SMPN 1 KRANGKENG-INDRAMAYU*

A THESIS

Submitted to the English Education Departement of *Tarbiyah* Faculty of *IAIN Syekh Nurjati* Cirebon in Partial of the Requirements for the Islamic Scholar Degree in English Education Departement (S.Pd.I)

By:

Intan Yunita Adin Budiarjo

58430579

THE ENGLISH EDUCATION DEPARTEMENT OF TARBIYAH

FACULTY OF SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES

CIREBON

2012

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

ABSTRACT

INTAN YUNITA ADIN BUDIARJO :

The Influence of Using Participatory Approaches on the Students' Achievement in Reading Comprehension at the Seventh Grade Students of *SMPN 1 Krangkeng-Indramayu*

A language is set of signals by which we communicate human being are not only species to have an elaborate communication system. Language is important tool to communication among the human life. Especially language learning English teching choosing the suitable of method of teaching. Reading comprehension is defined as the level of understanding of a text. It has some students' difficulties like students are lack of achievement reading reading comrehension it. For this reason, the writer tries to give participatory approaches to increase the students' achievement in reading comprehension.

Participatory approaches is that curriculum must emerge from and be responsive to the particular context of each group of participant it is important to start by describing our own context in undertaking this project. There are embedded reading comprehension.

The aims of the research is to find out the students' response towards using participatory approaches in reading comprehension, to find out students' achievement in reading comprehension, to find out any significant influence of using participatory approaches on the students' in reading comprehension.

The methodology of the research uses quantitative method. The technique for collecting data which are used by the writer are observation, questionnaire, test. The data which has been obtained are then analyzed by means using of the formulation Pearson's correlation product moment. The population of the research comes 242 students at the seventh grade students of *SMPN 1 Krangkeng-Indramayu.* The number sample students of the research is 37 students, consisting of 15 boys students and 22 girls students. The sample is VII E.

The result of this research is the influence of using participatory approaches on the students' achievement in reading comprehension. Its known from the result of the student towards influence participatory approaches (X variable) in the average 62.05 and the result of the students' achievement in reading comprehension (Y variable) in the average of 70.13. Finally the correlation of X variable on Y variable is 0.58. It means that there is enough correlation between the students using participatory approaches and students' achievement in reading comprehension. So, the hypothesis of the research in writing this thesis that Null Hypothesis (H_0) is rejected and Alternate Hypothesis (H_a) is approved.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

PREFACE

In the name of Allah, the most powerful, the most shelter and thanks be to Allah who has taught (the writer) by the primary invocation and safety always be given to the prophet and messenger, Muhammad (peace be upon him), his family and his followers up to the end of the world.

The title of this thesis is **"THE INFLUENCE OF USING PARTICIPATORY APPROACHES ON THE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION OF THE SEVENTH GRADE STUDENTS AT SMP N 1 KRANGKENG-INDRAMAYU"** is submitted to English Education Department of *Syekh Nurjati* State Institute for Islamic Studies in partial fulfillment of the requirements for Islamic Scholar Degree in English Education.

In composing this thesis, there are so many people who have participated, help and advised directly and indirectly. So, in this opportunity the writer would like to express her sincerity and profound thankfulness to:

1. Prof. Dr. H. MaksumMukhtar, MA the Rector of IAIN *Syekh Nurjati* Cirebon
2. Dr. Hj. HuriyahSaleh, M.Pd the Chairwoman of English Education Department of IAIN *Syekh Nurjati* Cirebon
3. Dr. Saefudin Zuhri, M.Ag Dean of *Tarbiyah* Faculty of IAIN *Syekh Nurjati* Cirebon

4. Dr. Ilman Nafi'a, M.Ag as the first supervisor
5. Sumadi, SS, M.Hum as the second supervisor
6. The lecturer of IAIN *Syekh Nurjati* Cirebon
7. All friends who have helped in finishing the thesis either formally or informally.

The writer realized that this thesis is still far from being perfect and there are many mistaken either in the arrangement

Finally, the writer hopes this thesis will be some valuables to the reader, especially for the writer herself and for English Education Department of IAIN *Syekh Nurjati* Cirebon as a reference in general.

Cirebon, August 2012

The writer

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

TABLE OF CONTENT

ABSTRACT

PREFACE

TABLE OF CONTENT

LIST OF THE TABLE

CHAPTER I INTRODUCTION

A. The Background of the Problem 1

B. The Identification of the Problem 5

C. The Limitation of the Problem 5

D. The Questions of the Research 6

E. The Aims of the Research 6

F. The Use of the Research 7

CHAPTER II THEORETICAL FONDATION

A. Introduction..... 8

B. The Nature of Reading..... 8

C. The Level of Comprehension..... 11

D. Types of Reading..... 12

E. The Nature of Achievement..... 16

1. Definition of Achievement..... 16

F. The Nature of Participatory Approaches 19

G. Participatory Approaches in EFL Reading Class..... 22

H. The Frame of Thinking…….. 27

CHAPTER III THE METHODOLOGY OF RESEARCH

A. The Objective of the Research 29

B. The Place and Time of the Research……..... 29

C. The Method of the Research…… 29

1. The Data Primary……. 30

2. The Secondary Data……..... 30

D. The Variables of the Research…….. 30

E. The Population and Sample of Research…… 31

a. Population 31

b. Sample…… ... 31

F. The Technique of Collection Data …….. 32

a. Observation…… 32

b. Questionnaire……. 33

c. Test……..... 34

G. The Technique of Analysis Data 35

CHAPTER IV THE RESEARCH FINDING

A. The Objective Condition of The School…… 38

1. The Historical Background of The School…….. 38

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

2. The Geographical Location of The School…… 39

3. The Facilities of The School……... 39

B. The Condition of The English Curriculum, Teachers and Students……. ... 40

1. The English Curriculum of *SMPN 1 Krangkeng*…….. 40

2. The Condition of The Teacher……. 43

3. The Condition of The Students……. 46

C. The Finding Research..... 47

1. The Students' Response on Using Participatory Approaches at the Seventh Grade Students of *SMPN 1 Krangkeng* …..... 47

2. The Students' Achievement in Reading Comprehension at the Seventh Grade Students of *SMPN 1 Krangkeng* ……..... 63

CHAPTER V CONCLUSION

BIBLIOGRAPHY

APPENDIXES

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

LIST OF TABLES

Table 1 The location of SMPN 1 Krangkeng-Indramayu 38

Table 2 The Facilities of The School 39

Table 3 The English Curriculum of *SMPN 1 Krangkeng* 40

Table 4 The Condition of The Teacher 43

Table 5 The Condition of The Students 46

Table 6 The Students' Response on Using Participatory Approaches at the Seventh Grade Students of *SMPN 1 Krangkeng* 47

Table 7 The Students' Achievement in Reading Comprehension at the Seventh Grade Students of *SMPN 1 Krangkeng* 63

Table 8 The Result of Influence of Using Method Participatory Approaches Students' Achievement in Reading Comprehension 66

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

CHAPTER 1

INTRODUCTION

A. The Background of the Problem

English is one of many foreign language the worlds. It is important if people it, with the other foreign language. A language is one abstraction based on the linguistic behavior of its users. A language is set of signals by which we communicate human being are not only species to have an elaborate communication system. Language is important tool to communication among the human life. Learning language can use many ways students should boarden their mind to find a what a way.

As social creature human being cannot live alone whether in individual in an ethnic group or in nation. They need to live with the other fellow human beings. So, the communication between or among human beings is supposed to be the basic need of all their activities. Therefore it is important meaning or definition about language. Devito (1970:70) define that language as a potentially self-reflexive, and relations in the world. Hughes (1962:6) defines that language is arbitrary vocal symbols by which thought is conveyed from one human being to another. Thomas and Laikeday (1989:233) explain that : Language is

> All of the system by which human beings combine sound into meaningful units, such as words to conve

ideas and feelings, any such system that is or has been used by a group of people.The french language, the words, phrases, etc. Particular to special friends of knowledge on activity, terminology: technical language. Any way of animal Any style of verbal expresion, diction sample language.

Based on the definition or the meaning of language above its definitely know that language is a system of sound symbols which is meaninful in the forms of the words to express idea and feelings to fellow human beings. A system of sound symbols are produced by the organs of speech playing an important role in providing the meaning to the language. Penelope (2003:52) state that Language is a communicative practice mediated by a linguistic systemor systems.

The researcher takes main objective on the reading comprehension. Reading as one of the language skills has an important role to understand of text. Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition of communication and of sharing information and ideas. Reading is typically an individual activity , although on occasion a person will read out loud for the benefit of other listener. Reading aloud for ome's use, for better comprehension is a form of interpersonal communication reading to

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

young children is a recommended way to onstill language and expression and to promote comprehension of text.

Snow (2002:5) state that Reading comprehension instruction is often minimal or ineffective**.** Teachersoften assume that students will learn to comprehend merely by reading. Although some will, many others will not. Teaching children to comprehend is challenging because reading is complex. Students' who are good comprehenders use strategies in reading to learn new concepts, get deeply involved in what they are reading, critically evaluate what they read, and apply their new knowledge to solve practical as well as intellectual problems.

Usually students to read the book if they interested to the text, they prefer reading and easy reading material such as a magazine, english comic, and many students in Junior High School general are lazy to read the book. Moreover, in the form of english they tend to prefer to play with his friends and English is also not easily understood by those who ultimately they are reluctant to read unless the child is already familiar with reading. Study english also a process of something which can not be, of the old behaviors to new behaviors. Learn to understand the reading texts in the English language should come first is how the students can understand and absorption in reading so as to stimulate a reaction from the students and by using participatory aproaches as a tool that teachers in reading comprehension. By the term pictorial text making it easier for students to understand the reading

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

with participatory approach of students will be attracted to read because the students will be active in the classroom and curious to understand the method here as an effect large enough to allow students a better understanding of readings and display the method or animation as a tool for students in English Reading Comprehension.

Ellie (2006:136) state that Reading is largely an invisible process even though it is what the students spend most of their time doing. Furthermore, we tend to assume that our students', who have chosen to study Literature, can just do it that they already know how to read literary works of all kinds. We are, of course, wrong in making that assumption

This case is also becoming the researcher interest to do research in this school and becoming the reason to give the title of this thesis is The influence of using participatory on the students' achievement in reading comprehension at the seventh grade of ***SMP N 1 Krangkeng Indramayu***, this school located at *Krangkeng Indramayu* street and because at this school many students' lack in reading comprehension and monotone at using the method, for the time until the researcher finds it is important to know whether the influence of using participatory in reading comprehension success. This research is also aimed at identifying the problem that the students encounter in reading and the researcher may help to contribute a way out to overcome the problem in order to help the students have better achievement in their entire process of learning.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

B. The Identification of the problem

a. The Field of Study

The researcher would like to researh in field of reading comprehension in this context the researcher like to know this using participatory approaches could influence the students in English learning achievement.

b. The Kinds of Problem

The kind of problem in this research is about the students' achievement inreading comprehension by using participatory approachandthe extent ofachievement ofstudents' onreadingcomprehensionreading by using participatory approaches.

c. The Main Problem

The main problem of this research is the lack of students achievement in reading comprehension.

C. The Limitation of the Problem

To clear the essence of the problem the resarcher will be tied to devide of the problem into three kinds of problem namely they are the students' response of using participatory approaches in reading comprehension, they are the students achievement in reading comprehension, they are the influence of using participatory approach on the students' achievement in reading comprehension.

D. The Questions of Research

The questions of research in this thesis are as follows:

1. How is the students' response towards using participatory approaches in reading comprehension?
2. How is the students' achievement in reading comprehension?
3. Is there any significant influence of using participatory approaches on the students' achievement in reading comprehension?

E. The Aims of Research

1. To find out the students' response towards of using participatory approaches in reading comprehension.
2. To find out the students' achievement in reading comprehension.
3. To find out if there is any significant influence of using participatory approaches on the students' achievement in reading comprehension.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

F. The Use of the Research

The research product is hoped to be able to increase the development of language learning, especially in increasing the influence of participatory approaches on the students' achievement in reading comprehension, increase the teacher's creativity for make students' interest and comfortable situation in learning process, help the students achievement in reading comprehension, in order to the students' more easier to studied in reading comprahension with using participatory approaches because this method suit to the students in learning process reading comprehansion and all the students more active in learning process.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

BIBLIOGRAPHY

Andrea, Nash. 1989.*Curriculum Sourcebook For Participatory Adult ESL*, Boston : University of Massachusetts.

Arikunto, Suharsimi. 1980. *Prosedur Penelitian (Suatu Pendekatan Praktik)*, Jakarta: Bina Aksara.

Auerbach. 2003. *Making Meaning Change*. McHerny,IL: Center for Applied Linguitics and Delta System.

Carver, Ronald P. 1990. *Reading rate: a review of research and theory*. Boston: Academic Press.

Catherine Snow E. 2002. *Reading for Understanding* .South Hayes street: Rand.

Chambers, Gregory. 2006. *English Lieterature.* London: Briitish Library.

Devito, Joseph. 1970. *The Phsyocology of Speech and Language*. England: Cambridge University.

Eckert, Ginet. 2003 *Language and Gender.* New York: Cambridge University Press.

Freeman, Diane. 2000. *Technique and Principle in Language Teaching.* New York: Oxford University Press.

Glendinning, Eric H. 2004 *Reading*. New York: Cambridge University Press.

Guntur, Henry Tarigan.1979. *Membaca Sebagai keterampilan Berbahasa*. Bandung: Angkasa.

Hadfield Jill and Hadfield Charles. 2008. *Introduction to Teaching English.* New York: Oxford Uneversity Press.

Harmer, Jeremy. 1991. *The Practice of English Teaching.* London: Logman.

Hernowo. 2003. *Quantum Reading*. Bandung: MLC.

Hughes, John P. 1962. *The Science of Language*. New York: Random House.

Laikeday, Thomas M. 1989. *Compact Dictionary of Canadaan English*. Canada: Holf Rinehart and Winston.

Larsen, Diane. 2000. *Techniques and Principles in Language Teaching*. New York: Oxford University.

Legge GE, Mansfield JS, Chung ST (March 2001). *Psychophysics of reading.* XX. Linking letter recognition to reading speed in central and peripheral vision. *Vision Research* 41 (6): 725–43.

Sudijono, Anas. 2003. *Pengantar Statistik Pendidikan*, Jakarta : PT. Rajawali Grafindo.

Shaffer, R, David. 1981. *Developing Psychology brooks.* California: Cole Publishing Company.

Suharto, G. 1996. *Metodology Penelitian Dalam pendidikan Bahasa.* Jakarta: Depdikbud.

Usman, Husaini and Akbar S, Purnomo. 2008. *Pengantar Statistika.* Jakarta: PT Bumi Aksara.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.