CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is making meaning from the text through three processes which are recognize the word, comprehend the text, and fluency. This statement is supported by Caroline who states that "Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, the students must be able to decode (sound out) the printed words and also comprehend what they read".[1] In both, students are engaged in decoding a message rather than encoding. The objective is to be able to read comfortably which implies that the students should reach a level at which they do not feel a conscious strain while reading. Reading is also an interactive process that goes on between the reader and the text, resulting in comprehension. The writer presents his or her ideas and thoughts through a text. And the text presents letters, words, sentences, and paragraphs which have meaning. Then, the students try to find out what the writer's idea is in the text. Moreover, it comes to the students' interpretation toward the text. The students also must recognize the symbols that form or make up words. When the students decode, they decipher individual words. So, reading is an interactive process between the reader and the text.

Reading comprehension is the heart and goal of reading, since the purpose of all reading is to gather meaning from the printed page. This assumption is supported by Caroline who states that the aim of reading is comprehension. Some individuals equate decoding with reading. Just because a student knows how to pronounce written words correctly, doesn't

[1] Caroline T. Linse. Practical English Language Teaching: Young Learner. 2005. New York: McGraw- Hill Companies. p.69

mean that he can read".[2] It means that reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words. Teaching students how to derive meaning as well as analyze and synthesize what they have read is an essential part of the reading process. So, comprehension is a goal in reading a text.

In relation to university students' ability in comprehending the content of a textbook, educators need to provide instructions as well as tools to improve their students' comprehension ability, since the research indicates that reading comprehension plays an important role in increasing academic achievement and in gaining problem solving ability as well. Talking about tools that are used in gaining students' textbook reading comprehension ability, research shows that some various tools can be applied, such as reading and vocabulary inventory, qualitative reading inventory and reading journal.

An academic learner must read much, because the lecturer cannot explain all of the subject in the classroom. The Students must read text book to make them understand with the topic and students also must read an academic journal to increase their knowledge that related with the topic in the textbook which they have learnt in the course. An academic journal usually consists of at least three pages. It will make students bored to read it, so that the students need ability in reading an academic journal.

Based on the preliminary research at the sixth semester students of English Education Depatment in IAIN Bukittinggi at the academic year 2017/2018., the researcher found that students have read an academic journal when they study advance reading and TEFL. The

[2] Caroline T. Linse. Practical English Language Teaching: Young Learner. 2005. New York: McGraw- Hill Companies. p.71

researcher found two phenomena: the first phenomena, students read an academic journal which consists of three pages; they spend more than five minutes. Second, some of them had lack vocabulary that made them were hard to comprehend the text. Third, they had lack of knowledge in determine main idea from the text while it is necessary in reading the academic journal comprehension.

Based on the problems above, the researcher is interested in conduct a research under the title **"AN ANALYSIS OF STUDENTS' READING COMPREHENSION IN READING ACADEMIC JOURNALS BY THE SIXTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT IN IAIN BUKITTINGGI AT THE ACADEMIC YEAR 2017/2018"**

B. Problem and Focus of the Research

Based on the background of the problem above, the researcher found several problems in the preliminary research at the sixth semester students of English education department in IAIN Bukittinggi, they are

1. The students spend much time to read an academic journal.
2. Some of them had lack vocabulary that made them were hard to comprehend the text.
3. The students had lack of knowledge in determine main idea from the text while it is necessary in reading the academic journal comprehension.

In this research, the researcher focused on the analysis of students reading comprehension in reading an academic journal by the sixth semester students of English Education Department in IAIN Bukittinggi at the academic year 2017/2018.

C. Research Question

The researcher formulates this research in the form of question, it is "How is the students' ability in reading comprehension when they are reading an academic journal by the sixth semester students of English Education Department in IAIN Bukittinggi at the academic year 2017/2018.?".

D. Purpose of the Research

The purpose of this research is to analyze how students' ability in reading comprehension when they are reading academic journals by the sixth semester students of English Education Department in IAIN Bukittinggi at the academic year 2017/2018.

E. Significance of the Research

The researcher hoped the result of this research would give benefits for:

1. For college students, this research can be useful as motivation to improve their reading comprehension by using academic journal.
2. For teachers, this research can give information about the student reading comprehension
3. For college students, by using academic journal, it is hoped it can improve their reading comprehension.
4. For researchers, this research can give more knowledge, experience through the research and as the requirement to obtain strata one degree on English Education Section in IAIN Bukittinggi.

F. Definition of the Key Terms

Some essential terms used in this research were defined as follow:

1. Academic journal or sometime is called scholarly journal is additional material for students because the content is up to date information and contain many graphs and charts but few glossy pages or exciting pictures, and always cite their sources in the form of footnotes or bibliographies.
2. Reading Comprehension is intentional thinking during which meaning is constructed through interaction between text and reader, and then the reader should be able to recall information afterwards.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theory

There are some relevant theories which are discussed about reading comprehension, skimming technique, and academic journal.

1. Reading Comprehension

a. The Nature of Reading

Reading is one of the four skills in learning English. It is an essential skill for learners of English as a second language. Reading text in English is not easy, because reading is a complex process. Nunan stated that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Reading also provides opportunities to study language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs and texts.

Reading is central to academic study and is part of the learning process. It will play a part in preparing to write an assignment, to attend a lecture or participate in a seminar, deciding on a research topic or revising for your exams. However, it is different to the kinds of reading that take place at previous stages of education or in daily life, and the amount of reading you feel you are expected to do can seem overwhelming. In addition, academic reading is not necessarily about reading every word of a book, or about reading a book from cover to cover. Nor is it about speed reading while absorbing everything the book contains. Effective reading is not about speed, but selectivity.

b. **The Reason of People to Reading**

Here are two main reasons that people read: the first is for pleasure and the second is for information.[3]

1) Reading for pleasure

Think about how much fun it is to read or listen to a good story. Stories provide enjoyment for readers of all ages. Literature belongs in every classroom for young learners, whether the learners are native speakers or non-native speakers of English.

2) Reading for information

Reading for information can be as simple as reading a menu at a restaurant. If a young learner's mother uses a cookbook, the child may help by reading different parts of the recipe to her mother. A child interested in dinosaurs might enjoy reading a passage about the prehistoric animals. A child who wants to make a model airplane may be motivated to read a book about model airplane. Reading for information can also give children pleasure.

c. **Purpose of Reading**

Rivers and Temperly suggest that second language learners will want to read for the following purposes:[4]

1) To obtain information for some purpose or because we are curious about some topics.

[4]Caroline T. Linse. *Practical English Language Teaching: Young Learner*. 2005. New York: McGraw-Hill Companies. p. 71

[4] David Nunan. *Designing Tasks for the Communicative Classroom*. 2001. United Kingdom: Cambridge University Press p.33-34

2) To obtain instructions on how to perform some task for our work or daily life (example: knowing how an appliance works).
3) To act in a play, play a game, do a puzzle.
4) To keep in touch with friends by correspondence or to understand business letters.
5) To know when or where something will take place or what is available.
6) To know what is happening or has happened (as reported in news paper, magazines, reports).
7) For enjoyment or excitement.

d. **Reading Comprehension**

1) The Nature of Reading Comprehension

Comprehension is the ultimate goal of reading. Everyone agrees that reading comprehension is not a simple matter of recognizing individual words, or even of understanding each individual word as our eyes pass over it. All models of comprehension recognize the need for readers to build up a mental representation of text, a process that requires integration across a range of sources of information, from lexical features through to knowledge concerning events in the world.

Comprehension is intentional thinking during which meaning is constructed through interactions between text and reader. If students can read the words but do not understand what they are reading, they are not really reading. Reading comprehension is also a complex process which comprises

the successful or unsuccessful use of many abilities. When we read, we should be able to recall information afterwards.

2) Elements of Reading Comprehension

Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.[5]

Comprehension entails three elements; a) the*reader* who is doing the comprehending. b) The *text* that is to be comprehended. c) The *activity* in which comprehension is a part.

a) The reader

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory), motivation (e.g., a purpose for reading, an interest in the content being read), and various types of knowledge (e.g., vocabulary, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged.

[5] Catherine Snow. *Reading for Understanding: Toward a Research and Development Program in Reading Comprehension*. 2002. Arlington: RAND Education. p.11

As a reader begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader change. For example, a reader might increase domain knowledge during reading. Similarly, vocabulary, linguistic, or discourse knowledge might increase. Fluency could also increase as a function of the additional practice in reading. Motivational factors, such as self-concept or interest in the topic, might change in either a positive or a negative direction during a successful or an unsuccessful reading experience.

b) The text

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text.

Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. For example, the content presented in the text has a critical bearing on reading comprehension. A reader's domain knowledge interacts with the content of the text in comprehension. In addition to

content, the vocabulary load of the text and its linguistic structure, discourse style, and genre also interact with the reader's knowledge. When too many of these factors are not matched to a reader's knowledge and experience, the text may be too difficult for optimal comprehension to occur.

c) The activity

Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant. When the purpose is externally mandated, as in instruction, the reader might accept the purpose and complete the activity; for example, if the assignment is "read a paragraph in order to write a summary," the compliant student will accept that purpose and engage in reading operations designed to address it.

During reading, the reader processes the text with regard to the purpose. Processing the text involves, beyond decoding, higher-level

linguistic and semantic processing and monitoring. Each process is more or less important in different types of reading, including skimming (getting only the gist of text) and studying (reading text with the intent of retaining the information for a period of time).

Finally, the consequences of reading are part of the activity. Some reading activities lead to an increase in the *knowledge* a reader has. Another consequence of reading activities is finding out how to do something. These *application* consequences are often related to the goal of the reader. Repairing a bicycle or preparing bouillabaisse from a recipe is examples of applications. As with knowledge consequences, application consequences may or may not be related to the original purposes. Finally, other reading activities have *engagement* as their consequences. We are not suggesting, however, that engagement occurs only with fiction. Good comprehends can be engaged in many different types of text.

3) Reading Comprehension Skills

There are eight key skills that will increase the students understanding of what the students read[6]. The first five skills include the ability to recognize and use important elements of written material; the next two skills are techniques that will help the students take effective study notes; and the last

[6] John Langan. Reading and Study Skills, Seventh Edition. 2002. United States: McGraw-Hill Higher Education. p. 359

skill will assist the students in interpreting and understanding the material presented in graphs and tables.

Reading comprehension skills include: 1) Recognizing definitions and examples. 2) Recognizing enumerations. 3) Recognizing headings and subheadings. 4) Recognizing signal words. 5) Recognizing main ideas in paragraphs and short selection. 6) Knowing how to outline. 7) Knowing how to summarize. 8) Understanding graphs and tables.

a) Recognizing Definitions and Examples

Definitions are often among the most important ideas in a selection. They are particularly significant in introductory courses, where much of the students time is spent mastering the specialized vocabulary of the subject.

Most definitions are abstract, and so they are usually followed by one or more examples that help clarify their meaning. Always select and mark off at least one example that helps make an abstract definition clear for the students.

b) Recognizing Enumerations

Enumerations are lists of items that may actually be numbered in the text. More often, however, a list of items is signaled by such words as *first of all, second, moreover, next, also, finally,* and others. Typical phrases that introduce enumerations are: “There are three reason why ...”; “The two causes of ...”; “Five characteristics of ...”; “There are several ways to ...”; and so on.

c) Recognizing Headings and Subheadings

Headings and subheadings are important visual aids that give the students a quick idea of how the information in a chapter is organized. The model below shows a typical use of heads in a selection.

CHAPTER TITLE

The chapter title is set off in the largest print in the chapter. The title represents the shortest possible summary of what the entire chapter is about.

THIS IS A MAIN HEADING

Appearing under the chapter title are a series of main headings. Main heads may be centered or may start at the left margin; they are often set off with capital letters, and sometimes a different color of ink. They represent a breakdown of the main topics covered in the chapter.

This Is a Subheading

Set off under the main headings are subheadings. They are in smaller type; sometimes they are underlined, italized, or set in from the left margin. The subheadings represent a breakdown

of the different ideas that are explained under the main headings.

d) Recognizing Signal Words

Signal word helps the students, follow the direction of a writer's thought. They are like signpost on the road that guide the traveler. Common signal words show emphasis, addition, comparison or contrast, illustration, and cause and effect.

1) Emphasis Words

Emphasis words are which the writer tells the students directly that a particular idea or detail is especially important.

Look over the following emphasis words.

Important to note,
Especially valuable,
The chief factor, Most of all,
Most noteworthy, A vital force,
A significant factor,
Remember that, Above all,
A primary concern,
A major event, A central issue,
The most substantial issue,
A key feature, The main value,

The chief outcome, The principal item, Pay particular attention to, A distinctive quality, Especially relevant, Should be noted.

2) Addition Words

Additional words tell the students that the writer's thought is going to continue in the same direction. He or she is going to add on more points or details of the same kind.

Look over the following additional words.

Also, Another, Finally, First, First of all, For one thing, Furthermore, In addition, Last of all, Likewise, Moreover, Next, And, Second, The third reason.

3) Comparison or Contrast Words

Comparison words signal that the author is pointing out a similarity between two subjects. They tell

the students that the second idea is like the first one in some way.

Look over the comparison words.

Like, Just as, In the same way, Similarly, Likewise, In like manner, Alike, Equally, Just like, In a similar fashion, As, Similarity.

Contrast words signal is a change in the direction of the writer's thought. They tell the students that the author is pointing out a difference between two subjects or statements.

Look over the following contrast words.

But, Yet, Variation, On the other hand, However, Differ, Still, Conversely, In contrast, Difference, On the contrary, Otherwise.

4) Illustration Words

Illustration words tell the students that an example or illustration will be given to make an idea clear.

Look over the following illustration words.

For example, Specifically, For instance, To illustrate, Once, Such as.

5) Cause and Effect Words

Cause and effect words signal that the author is going to describe results or effects.

Look over the following cause and effect words.

Because, Therefore, So that, Cause, Reason, Effect, Thus, Consequently, Since, As a result, If ...then, Result in.

e) Recognizing Main Ideas in Paragraphs and Short Selections

Many textbook paragraphs that the students read will be made up of the same two basic parts. The point is usually expressed in one sentence called a main idea, or topic sentence. The other sentences in the paragraph contain specific details that support or develop the main idea sentence.

Finding the main idea is a key to understanding a paragraph or short selection. Once the students identify the main idea or general point that an author is making, everything else in the paragraph should click into place. The students will know what point is being made and what evidence is being provided to support that point.

If the main idea is difficult and abstract, the students may want to read all the supporting details carefully to help increase their comprehension. If the main idea is easily understood, the students may be able to skip the supporting details or read them over quickly, since they are not needed to comprehend the point.

The main idea is often located in the first sentence of a paragraph. The students should thus pay special attention to that sentence when reading a paragraph. However, the main idea sentence may also be at the end, in the middle, or any other place in the paragraph. On occasion, the main idea of a paragraph may appear in slightly different words in two or more sentences in the paragraph, for example, in the first and last sentences. In other cases, the main idea in one paragraph will serve as the central thought for several paragraphs that follow or precede it. Finally, at times the main idea will not be stated directly at all, and the reader will have to provide it by combining parts of several sentences or by looking closely at the evidence presented.

f) Knowing How to Outline

In an outline, the students reduce the material in a selection to its main and supporting points and details. Special symbols are used to show how the point and details relate to one another.

In outlining, a sequence of symbols is used for the different levels of notes. In the outline, capital letters (A and B) are used for

the first level, numbers (1,2,3,4 ...) for the second level, and small letters (a,b,c ...) for the third level.

g) Knowing How to Summarize

A summary is a reduction of a large quantity of information to the most important points.

Summarizing is helpful because it requires that the students thoroughly understand the material they are reading. The students must "get inside" the material and realize fully what is being said before the students can reduce it to a few words. Work in summarizing material will help build the students comprehension power. It will also markedly improve their ability to take effective classroom and textbook notes.

h) Understanding Graphs and Tables

Graphd and tables present information by using lines, images, or numbers as well words. They often compare quantities or show how things change over a period of time.

Reading a graph or table involves four steps:

1) Read the title and any subtitles.

This important first step gives the students a concise summary of all the information in the graph or table.

2) Read any information at the top, at the bottom, and along the sides.

Such information may include an explanatory key to the material presented. It may also include a series of years, percentages, or figures.

3) Ask yourself the purpose of the graph or table.

Usually, the title can be turned into a question beginning with *What*, *How much* or *many*, or *How*. The purpose of the graph or table is to answer that question.

4) Read the graph or table.

As the students read, keep in mind the purpose of the material.

2. Academic Journal

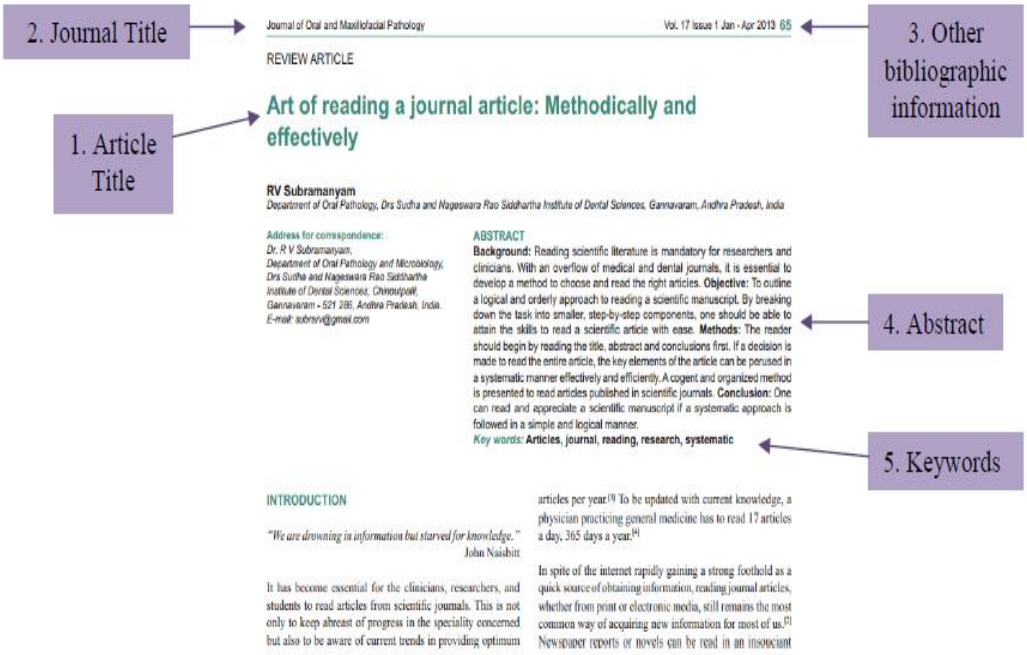
a. The Definition of Academic Journal

Academic journals are academic magazines. Like magazines they are periodicals, meaning they are published periodically e.g. monthly or bi-monthly, and contain a series of articles in each published issue. However, unlike the kind of popular magazines that you would buy on the high street, journals are written by and for experts in their chosen field. They are used as a means for scholars and researchers to share their research with the academic community.

b. The Elements of Academic Journal

In reading academic journal, the reader should know elements of academic journal the. An article or journal typically constitutes the following sections and elements, they are:[7]

[7]DrPekkaBelt, Tips For Writing Scientific Journal Articles. Isbn 978-951-42-9380-1Issn 1459-2401. P.12



1) Titles

All articles or journal begin with a title, Peka belt states that when considering a title for your article, do familiarize yourself with the types of titles in the target journal, analyze whether they are more general or very specific. [8]A good title should attract and inform the readers and be accurate. It needs to stand out in some way from the other thousands of titles that compete for the reader's attention, but it also needs to tell the reader what the paper is about. Furthermore, as the success of many computer-based searches depends upon the title, it is important to include in it some of the key words relating to the topic of the paper.

[8]DrPekkaBelt, Tips For Writing Scientific Journal Articles. Isbn 978-951-42-9380-1Issn 1459-2401. P.12

In writing the tittles**,** Soler examined 570 titles used in articles in the biological and social sciences. Some 480 of these were from research papers, and 90 from reviews. Soler distinguished between:[9]

1) Full-sentence constructions, for example 'Learning induces a CDC2-related protein kinase';
2) Nominal group constructions, for example 'Acute liver failure caused by diffuse hepatic melanoma infiltration';
3) Compound constructions (i.e. Divided into two parts, mainly by a colon), for example 'Romanian nominalizations: case and aspectual structure'; and
4) Question constructions, for example 'Does the Flynn effect affect IQ scores of students classified as learning-disabled?'

2) Abstracts

The abstract, although it heads the article, is often written last, together with the title. This is partly because writers know what they have achieved, and partly because it is not easy to write an abstract. Abstracts have to summarize what has been done, sometimes in as few as 150 words. An abstract is a brief, accurate, and comprehensive summary of the contents of the article without added interpretation or criticism. Scott A. Socolofsky states that the abstract is a single paragraph that precedes the article and summarizes the content.[10] It allows readers to survey the contents of the article which follows quickly. In preparing the

[9] James Hartley, Academic Writing and Publishing, A practical handbook, First published 2008 by Routledge2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN Simultaneously published in the USA and Canada by Routledge270 Madison Ave, New York, NY 10016. P. 39

[10]Scott A. Socolofsky, How to write a research journal article in engineering and science, Assistant Professor, Dept. Civil Engrg., Ocean Engrg. Div., Texas A&M Univ., M.S. 3136, College Station, TX 77843-3136. E-mail: socolofs@tamu.edu. Copyright c 2004 by Scott A. Socolofsky. All rights reserved. .P.3

abstract, it is important to keep the sentences short and simple by covering with just one topic each and excluding irrelevant information. Nevertheless, an abstract should be informative by presenting the quantitative and/or qualitative information contained in the document. Peka Belt states that The Abstract is typically followed by key words. Follow the practices of your target journal when defining the key words.[11] In addition, Scott A. SocolofskyThe guideline for a good abstract is: The abstract should inform the reader in a succinct manner as to what the article is about and what the major contributions are that are discussed.[12] It means that key words in very important in a journal or article.

Structured abstracts are typically written using five sub-headings – 'background', 'aim', 'method', 'results' and 'conclusions'. Sometimes the wording of these sub-headings varies a little – 'objectives' for 'aim', for example, but the meaning is much the same. Hartley concluded that, compared with traditional abstracts, structured abstracts:[13]

1) Contained more information
2) Were easier to read
3) Were easier to search
4) Facilitated peer review for conferences
5) Were generally welcomed by readers and by authors.

[11]DrPekkaBelt, Tips For Writing Scientific Journal Articles. Isbn 978-951-42-9380-1Issn 1459-2401. P.13

[12]Scott A. Socolofsky, How to write a research journal article in engineering and science, Assistant Professor, Dept. Civil Engrg., Ocean Engrg. Div., Texas A&M Univ., M.S. 3136, College Station, TX 77843-3136. E-mail: socolofs@tamu.edu. Copyright c 2004 by Scott A. Socolofsky. All rights reserved. .P.3

[13]James Hartley, Academic Writing and Publishing, A practical handbook, First published 2008 by Routledge2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN Simultaneously published in the USA and Canada by Routledge270 Madison Ave, New York, NY 10016. P. 31

3) Key words

Ten ways to produce effective key words and phrases[14]

1) Use simple, specific noun clauses. For example, use *variance estimation*, not *estimate of variance*.
2) Avoid terms that are too common. Otherwise the number of 'hits' will be too large to manage.
3) Do not repeat key words from the title. These will be picked up anyway.
4) Avoid unnecessary prepositions, especially *in* and *of*. For example, use *data quality* rather than *quality of data*.
5) Avoid acronyms. Acronyms can fall out of favour and be puzzling to beginners and/or overseas readers.
6) Spell out Greek letters and avoid mathematical symbols. These are impractical for computer-based searches.
7) Include only the names of people if they are part of an established terminology, for example *Skinner box, Poisson distribution.*
8) Include, where applicable, mathematical or computer techniques, such as *generating function*, used to derive results, and a statistical philosophy or approach such as *maximum likelihood* or *Bayes' theory*.
9) Include alternative or inclusive terminology. If a concept is, or has been, known by different terminologies, use a key word that might help a user conducting a search across a time-span, or from outside your speciality. For example, the statistician's *characteristic function* is the mathematician's

[14] James Hartley, Academic Writing and Publishing, A practical handbook, First published 2008 by Routledge2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN Simultaneously published in the USA and Canada by Routledge270 Madison Ave, New York, NY 10016. P. 39

Fourier transform, and in some countries *educational administration* is *educational management.*

10) Note areas of applications where appropriate.

4) Introductions

The Introduction justifies the significance of the subject matter and connects your work to previous research. This chapter can also include a definition of the key terms, if necessary. In reality it is better to use a limited number of terms and be consistent in their use. One rarely needs to invent completely new terms even when discussing something totally new. It is essential for the author to understand the true meaning of the terms used and be able to communicate them clearly. Swales suggests that introductions might be subdivided into the following 'moves':[15]

1. Establish a territory, that is, identify your research topic
2. Identify a niche, that is, identify some issue within that research topic that demands attention
3. Occupy that niche, that is, show how you are going to address that issue.

In addition, the general outline of introduction in a journal[16]

(a) Introductory paragraph

i. Start with an attention-getting broad statement that establishes a general topic for the article

[15]Daniel. P. J. Soule, Writing For Scholarly Journals, Publishing In The Arts, Humanities And Social Sciences. 16 University Gardens, Room 301, University Of Glasgow. Http://Www.Sharp.Arts.Gla.Ac.Uk/ ISBN: 9780-8526-1827-1. P.25-26

[16]Scott A. Socolofsky, How to write a research journal article in engineering and science, Assistant Professor, Dept. Civil Engrg., Ocean Engrg. Div., Texas A&M Univ., M.S. 3136, College Station, TX 77843-3136. E-mail: socolofs@tamu.edu. Copyright c 2004 by Scott A. Socolofsky. All rights reserved. .P.15

ii. Narrow the topic in successive sentences that outline the state of the art and introduce a gap in knowledge

iii. End the introduction with a general statement of the problem and optional supporting/specifying statements

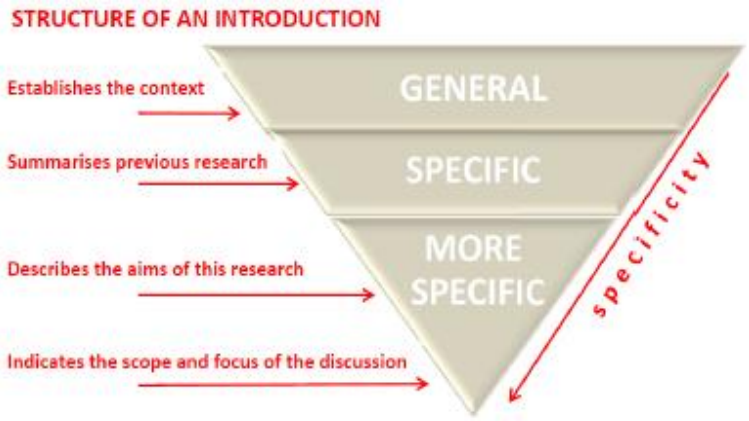
(b) Middle paragraphs

The literature review identifies the seminal historical contributions, outlines the state of knowledge, and justifies the novelty of the article's contribution

(c) Final paragraph

End the introduction by outlining for the reader the specific contribution of the article and tell the reader the overall organization of the paper

Based on explanation above about introduction, it can show on diagram is an outline of the sequence of information in an introduction.



Source: *Adapted from: University of Wollongong, (2000)http://unilearning.uow.edu.au/reading/1d.html. Strategies for reading journal articles

5) Theory / Literature review

One can start writing the literature review by finding a few good articles, of which some are from the target journal, and maybe a few good books

discussing your topic. Later on use these articles as a base and expand your literature review. Typically, finding one good article relevant to your research starts a chain reaction as some of the references in that article may also be relevant to your work. Write a summary of a few pages based on these articles and books. This will help in obtaining a relevant understanding of your research topic and will act later as a frame for the theoretical part of your article. Write the theory to support the storyline of article or journal.

6) Research method / process

The article or journal must describe a research, the set-up and research methods precisely. This way the reviewers can assess the scientific basis of your research and the justification of your results. In principle, the research method/process should be described so that another researcher can repeat the study. You must prove that the methodology you have chosen is robust and applicable for your study. Should you use research methods that are established in your field, it is enough to cite the methods and there is no need to describe these aspects in detail.

7) Results and discussion

Having completed the journal and having analyzed the results, it is time to write up and summarize the results as well as the analysis. The journal must concentrate on the actual *analysis* of the material. The author may include a discussion section at the end of your results section to explain and contemplate the results. The discussion can either be a part of the Results section or a separate section of its own, whichever is in line with the practices of your target journal.

Please note that the reader must be able to separate easily the research facts from the researcher's own thinking.

8) The Conclusions

The research on conclusions to scholarly articles is less detailed, perhaps, than that on research article introductions. Swales states that An amalgam of various findings suggests that writers concluding an article opt for one or more of the following moves:[17]

1. Summarize what you have achieved in the article
2. Evaluate what you have achieved in the article (e.g. By stating its Implications or limitations)
3. Anticipate and defuse possible counter-claims
4. Give suggestions for future research.

In addition, The Conclusions section, alongside the Abstract and Introduction, is one of the core elements of a journal article. The Conclusions section can be written up by using the following structure (one paragraph each): [18] They are: Introduction, Results (one paragraph for each research question), Significance of the research/practical implications, for example for the society, or business companies, Limitations and Recommended topics for further study

9) The References

All reference works cited in the paper must appear in a list of references that follow the formatting requirements of the journal in which the article is to be

[17]Daniel. P. J. Soule, Writing For Scholarly Journals, Publishing In The Arts, Humanities And Social Sciences. 16 University Gardens, Room 301, University Of Glasgow. Http://Www.Sharp.Arts.Gla.Ac.Uk/ ISBN: 9780-8526-1827-1. P. 31

[18]DrPekkaBelt, Tips For Writing Scientific Journal Articles. Isbn 978-951-42-9380-1Issn 1459-2401. P.15

published. You may not include references that were not cited. Refereed journal articles, research monographs, and books are preferred over less stable or reliable sources, such as personal communications, refereed conference proceedings, or web-site addresses.[19]

c. The Reading Academic Journal

Reading academic journal articles requires a systematic approach. They cannot be read in the same way as a story (a novel, a newspaper report, etc.). This approach helps you to efficiently identify the structure of the content (and not waste your time), and to effectively identify the author's point of view or argument (to successfully understand it). Reading academic articles is a skillful practice: you get better the more you do it—but only if you practice effectively. There are steps for reading an academic journal or article:[20]

1. Read the title, and make a guess about what the point of the article will be.
2. Locate the author details: what authority/professional standing do they have?
3. Look at the publication details: publisher, where and when it was published. Make a note.
4. Identify the type of text or publication and relate it to your purpose for reading it.

   - Research article (peer-reviewed, empirical research: primary source)

[19]Scott A. Socolofsky, How to write a research journal article in engineering and science, Assistant Professor, Dept. Civil Engrg., Ocean Engrg. Div., Texas A&M Univ., M.S. 3136, College Station, TX 77843-3136. E-mail: socolofs@tamu.edu. Copyright c 2004 by Scott A. Socolofsky. All rights reserved. .P.12

[20]Strategies For Reading Journal Articles, Adapted From: University Of Wollongong, (2000) June 2015 Http://Unilearning.Uow.Edu.Au/Reading/1D.Html. P. 1

- Discursive article in an academic journal (primary or secondary source)

- Review article (literature review)

- Theoretical article (conceptual foundation, framework/model, perspectives)

- Chapter in an edited volume

- Policy document, government report

- Technical report, conference paper, etc.

In reading academic journal, the reading journal in this study consists of six parts, namely:

(1) Title of the book, text or article,

(2) Prediction of content based on the title,

(3) An intriguing sentence or passage,

(4) Inferential or critical questions,

(5)Opinion about the story, and

(6) Summary or plot.

For the first part, students simply wrote the title of the book, text or any article they chose to read. The purpose of this was to simply identify what the students chose to read which enabled both the students and the teacher to understand better the rest of the contents of the journal. For prediction of content based on the title, students had to indicate what came to their mind upon seeing the title cover of the reading material.

In learning process, Jonathan Aliponga states that emphasizing on the use of the reading journal.[21]

[21]Jonathan Aliponga, Reading Journal: Its Benefits for Extensive Reading, *International Journal of Humanities and Social Science Vol. 3 No. 12 [Special Issue – June 2013]. P. 75*

1. Week 1 (1st meeting): Course introduction, including how to use the reading journal and the reading journal rubrics. Reading sources were also introduced to them, such as the graded readers, which are available at the university library.
2. Week 1 (2nd meeting): More practice activities on how to use the reading journal. Each student borrowed a graded reader at the library and chose an academic article from the TOEFL book. Students were instructed to start reading the graded reader and the TOEFL reading article of their choice. They did not need to finish reading both reading materials, however, they were expected to bring these reading materials with them to the next class meeting.
3. Week 2 (3rd meeting): Silent reading. Students were given 30 minutes to continue reading silently their reading materials. Then they were grouped to share what they have read. Next, students were given time for another silent reading. For their homework for the next class, they were instructed to finish their journal, one journal for the graded reader and the other for the TOEFL article.
4. Week 2 (4th meeting): Submission of the reading journal. Students were instructed to save their reading journal into the Reading I folder ondropbox created for them. Then, this was followed by group work, where students had to talk about the two readings using their reading journal as a guide. Next, they were instructed to borrow another graded reader and to choose another TOEFL reading article for the next week's activity.

d. The Purposes For Learning Journals In An Academic Setting

Many journals will fulfill more than one purpose and the purposes set by a tutor are not necessarily those that will be perceived by a student. The following are some of the purposes for using a journal across a range of disciplines. Journals were used: [22]

1. To record experience
2. To facilitate learning from experience
3. To support understanding and the representation of the understanding
4. To develop critical thinking or the development of a questioning attitude
5. To encourage metacognition or reflexivity (critical thinking about one's own thinking)
6. To increase active involvement in and ownership of learning
7. To increase ability in reflection and thinking
8. To enhance problem solving skills
9. As a means of assessment in formal education
10. To enhance reflective practice
11. To support personal development and self-empowerment
12. As means of supporting behavior change
13. To enhance creativity
14. To improve writing
15. To give or to improve 'voice'; as a means of self-expression
16. To foster communication, reflective and creative interaction in

[22]Jenny Moon, Using Learning Journals with students: some guidance materials for tutors or those writing journals, Centre for Excellence in Media Practice, Bournemouth Media School, Bournemouth University jenny@cemp.ac.uk. P. 2

In addition, Chris Park Summarize of the main benefits of using a learning journal.[23]

1. Allowing students to make sense of their own personal histories
2. Allowing students to assimilate and integrate new information
3. Encouraging students to learn to think more about the knowledge they have or are acquiring
4. Encouraging students to learn to use new knowledge
5. Promoting long-term retention of course concepts
6. Increasing student test and exam grades
7. Stimulating critical thinking amongst students
8. Giving students opportunities to express themselves and develop effective means of self-expression
9. Helping to build trust between teacher and learner
10. Providing formative evaluation for the teacher and thus help to identify the need to adjust teaching strategies
11. Helping students to understand their own learning process and 'learn how to learn'
12. Providing students with developmental feedback on their learning
13. Helping students' cognitive and affective development
14. Helping students to improve their writing by focusing on processes rather than on products, emphasizing expressive and personal aspects, and serving as a record of thought and expression that is available for rereading

[23]Chris Park , *Engaging Students in the Learning Process: the learning journal*, *Journal of Geography in Higher Education, Lancaster University, UK, Vol. 27, No. 2, July 2003, pp. 185*

e. The Aspect of Using Journal In Reading Comprehension

In learning process, the students should know some aspect in reading journal. They are:[24]

1) Positive Aspects

In the learning process, students offered a range of reasons why they thought the learning journal was offering them a very positive experience. The most common were:

a) Ownership

One key benefit was ownership of the learning process, because the taskof writing the journal required them to take responsibility for their own learning.Student I, for example, recognized that "The skill of taking my learning into my ownHands has been valuable and has improved my ability to not only understand, but alsoBe critical of the course material."

b) *Awareness of learning*:

Ownership, and the responsibility that comes with it, in turn helped the students to be more self-aware of *how* they learn (as well as *what* theylearn). Having to be reflective in their journal entries encouraged students to think more carefully than perhaps they normally would about how they study, and how that affects their learning.

c) *Self-confidence*:

Some students reported a growth in their self-confidence, as theyrealized that they were capable of embracing this new learning tool.

[24]Chris Park , *Engaging Students in the Learning Process: the learning journal*, *Journal of Geography in Higher Education, Lancaster University, UK, Vol. 27, No. 2, July 2003, pp. 192-194*

d) *Regular reading*:

The journal required students to read much more regularly than they normally would, and across the whole range of material covered in the course ratherThan just for a specific essay. Some students regarded this as a downside, a fewwelcomed it, and most simply got on with it!

e) *Focus on the whole course*:

By undertaking more (and more regular) reading, by having to write down their reflections on the lecture material and on what they had read, and by having to prepare for an essay which required them to review the whole range of material covered in the course, students had many more reasons than normal to focus on the whole course, rather than just focus on selected parts of it.

f) *Engagement with the material*:

Doubtless one of the key benefits of the journal approach is the way it encouraged students to engage with the material covered in the course. They were encouraged—indeed, empowered—to think about the material in an active way, rather than just receive it in a passive way, and they were rewarded for doing so if that was reflected in an informative journal. Many journal entriesrecognized the value of engagement, and recognized that it was happening; some illustrative examples will suffice. The idea of the learning journal prompted me to engage more fully with the topics, rather than simply learning in rote, in preparation for examinations.

g) *Reflectivity*:

An important cause and consequence of engagement with the course material is a much more reflective attitude by many of the students. This reflectivity was apparent in the journal entries in two senses—many were more critically reflective of the work of others whose work they had heard or read about, and many(often the same ones) were more self-aware of their own understanding and how it has changed through time in the course.

2) *Negative Aspects*

Alongside these positive comments, students noted a number of negative aspects of the learning journal experience. The most common were:

a) *Difficulty of the task*:

A recurrent theme in many journal entries was difficulty, which reflected a range of factors. The task required focus and commitment in attending the lectures and carrying out regular reading each week (especially during the term in which they were completing dissertations), and some students voiced concern over whether they could sustain the effort over the whole length of the course

b) *Constraints*:

A small number of students felt that the word limit defined for the learning journal created a straitjacket for their task, which constrained what they could try to do

c) *Uncertainty*:

Many students expressed uncertainty over whether their journals hadbeen properly done and met the requirements.

d) *Assessment*:

Some students were concerned that the learning journal is formallyassessed, and one or two even commented that they would have preferred a formalunseen exam at the end of the course. No doubt when the exam season arrived theyhad a somewhat different view! A few students expressed a preference for a moretraditional, more sharply focused form of assessment, such as a defined essay title,rather than an assessment strategy that made them work with material from across themodule, in a format that was unfamiliar to them. This concern was clearly expressed by Student.

f. The Description Grade of Learning journal.

In learning process by using an academic journal, the students should know about the descriptions of grade of learning journal.[25]

Marks	Comment/ Descriptions
80–100	An *outstanding* essay/learning journal, excellent in every respect: showing extensive knowledge and understanding and an outstanding ability to analyse, synthesise and evaluate evidence of very extensive reading and study beyond the course content well presented in a very well-organized manner exhibits a high level of insight, marked originality as good an answer, or even better, than the course tutor could produce.
70-79	An *excellent* essay/learning journal in most respects: evidence of extensive knowledge and understanding and very good high-level cognitive skills evidence of substantial reading and study

[25]Chris Park**,** *Journal of Geography in Higher Education, Engaging Students in the Learning Process: the learning journal, Vol. 27, No. 2, July 2003. Access on* http://www.lancaster.ac.uk/staff/gyaccp/cjgh_27_2_05lores.pdf. P.187

	beyond the course content well organized, sharply focused and well balanced contains good insights and possibly originality Comprehensive grasp of course material, breadth and depth of outside reading consideration of almost all the salient points very good ability to analyze, synthesis and evaluate the relevant material.
60-69	A *good* essay/learning journal:well-arguedevidence of wide reading, good knowledge and understanding of relevant course material covers most of the relevant points in satisfactory depth well focused on the question well-structured argumentslacks the originality and insights of a first-class answer.
50-59	An *adequate* essay/learning journal:shows reasonable knowledge and understanding of course content little or no evidence of outside reading beyond basic recommended sources may contain some errors or omissions only about half the relevant points are covered may not focus directly on the question weak use of examples possibly weak organization too
40-49	A deficient or weak essay/learning journal:shows limited knowledge and understanding of the topic may contain errors and omissions attempts to answer the question but misses important points poor use of examples and poor organization may lack focus, be poorly written, short or incomplete shows very little evidence of background reading.

30-39	A pass degree standard answer:lacks substance and understanding extensive omissions and errorsmay seriously misinterpret or avoid the topic set possibly also poorly organized and presented
25-34	A very poor, inadequate, possibly very short essay/learning journal with little material ofrelevance to the topic and possibly also serious errors and omissions
1-24	An exceptionally poor and totally inadequate answer with very little or almost no relevantmaterial
1	Amark of zero would normally be reserved for non-submission

B. Review of Related Studies

In supporting this research, here are some relevant studies conducted by other researchers which discussed the similar topic

The first study is conducted by Claudia Quiroga Carrillo, with tittle: *Promoting Tenth Graders' reading comprehension of academic texts in the English class*, the project focused on the implementation of four lesson plans in which five reading strategies were applied. They were reading speed, non-text information, word attack skills, text attack and discursive strategies. Data collection was conducted by using observation, journals, interviews and questionnaires. These instruments provided information about the level of improvement in reading comprehension and evidenced advances in the students' performance when they read an academic text in English.

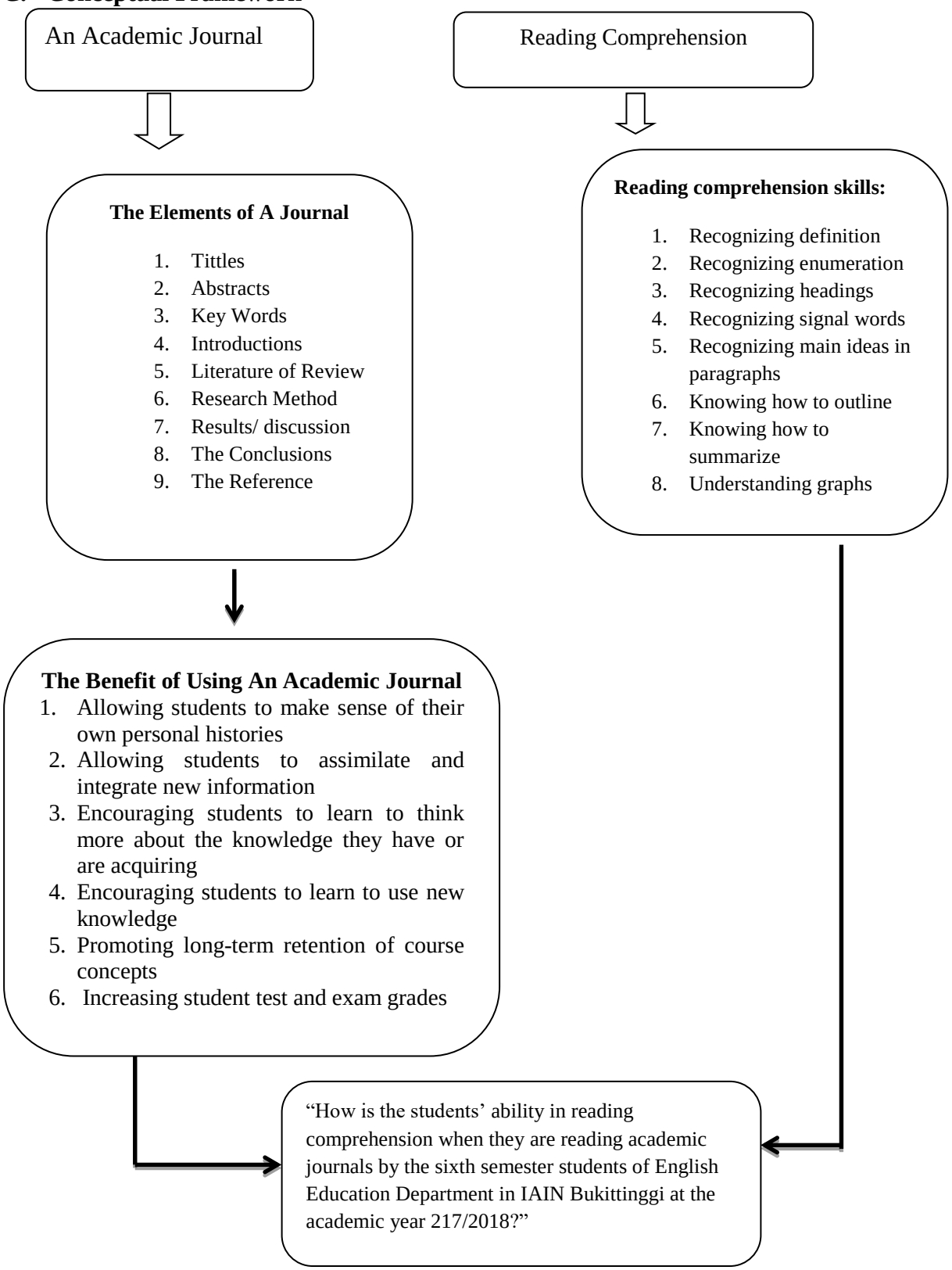
The second study is conducted by Kukuh Budi Ihtiari, with tittle: *The effect of using English authentic reading materials on the eighth grade students' reading comprehension achievement at smpnegeri 1 tempurejo*. The result of this research the analysis of the post test results showed that there was a significant effect of using English authentic that of reading materials the experimental class got higher mean score than the control class (65, 1>57, 5) of the students' reading achievement. Then, the result of data analysis using spss showed that the t-test value (2-tailed) 0.000, was less than 0.05.is expected to provide useful information for the english teacher to use interesting materials, that is, authentic materials in the english teaching learning process, especially in teaching reading comprehension, since the authentic materials have never been used at smpn 1 tempurejojember.

The last study is conducted by Hilda Komalasari (2013). The title is The Improving of Reading Faster Skill by Using Skimmig Technique in Bahasa Indonesia Subject at the Sixth Grade Students in SD Al-Zahra Indonesia Pamulang in The Academic Year 2013/2014. The problem in this research is the students less practice in reading faster, so that they have low ability in reading faster and also have low comprehension. By using skimming technique, students be able to comprehend the text, and no much more time

consuming because students only reading to get the topic that related with the questions about the text.

From the research above, we can conclude that many students difficult in reading the text,. In doing same research, the researcher conducts a research to the sixth semester students of English Education Department of IAIN Bukittinggi. The goal of this research is to analyze how the students' reading comprehension in reading academic journals.

C. Conceptual Framework



The scheme above shows about one of the reading comprehensions. The students should get the general sense of a passage. To be a master in comprehending a text, students must follow the procedure; read the title, read the subtitle, read the introducing paragraph, next read the headings, then students must read the first sentence of each paragraph, and also must read the key words, next read the legend or any maps, graphs, charts, and diagrams, and finally the students must read the last paragraph.

Reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Next, reading comprehension has eight skills, such as: recognizing definitions and examples, recognizing enumerations, recognizing headings and subheadings, recognizing signal words, recognizing main ideas in paragraphs and short selections, knowing how to outline, knowing how to summarize, and understanding graphs and tables.

One of the texts that students must read is an academic journal. It contain of this section, such as: literature review, data description, method, result, and discussion. By using an academic journal in reading comprehension, the research question can be answered. It is,how the students' reading comprehension is when they are reading academic journals by the sixth semester students of English Education Department in IAIN Bukittinggi at the academic year 2017/2018.

CHAPTER III

RESEARCH METHOD

A. Research design

To get the data, researcher used descriptive quantitative method. This research aims to get information and identify about the students' conversation in using English idiom. This research is supported by Gay, "Descriptive research involves collecting data in order to answer the question concerning the current status of the subject of study".[26] It means that if the researcher does the descriptive research, researcher must collectthe data to answer the question of issues. In addition, according to Arikunto, quantitative research is a process to get knowledge or information which is intended to be known.[27] It means that quantitative research uses the numbers to analyze the data or statistic analyzed.

In this case, the researcher analyzed the students' reading comprehension in reading an academic journal by sixth semester students at IAIN Bukittinggi.Based on explanation above the researcher used descriptive quantitative research. Thisstudy will accept to answer question concerning the students' ability in reading comprehension.

B. Population and Sample

The population and sample in this research are explained as follows:

1. Population

The population is the object of the research. According to Gay states that population is the group of interest to the researcher, the group which he or she would

[2626] L.R. Gay, *Educational Research*, (Newyork : Macmillan Publishing Company, 1990), p. 189.
[27]Margono, *MetodologiPenelitianPendidikan, Kompone,* (Jakarta, Rin/ekaCipta, 2007), p. 105

like the result of study to be generalizable.[28] It means that the population is a group which chosen that the result of the study. In this research, the population is sixth semesterstudents' English department at IAIN Bukittinggi. The population of this research is students who took the sixth semester at IAIN Bukittinggi. The description of students' who to be sample, it can be seen in following table:

Table 1.1: The Total Number of The sixth Semester Students of English Department at IAIN Bukittinggi.

No	Class	Students' Totally
1	PBI A	33 8
2	PBI B	30 7
3	PBI C	34 8
4	PBI D	35 9
	Total	132

The consideration in choosing the sixth semester students because based on preliminary research, they had learned about reading by using journal but they still have some problems and misunderstanding.

2. Sample

Sample is element in this research which is part of population. Gay state that sample is the process of selecting a number of individuals for a study in such a

[28] L. R. Gay, *Educational Research : Competencies For Analysis and Application*, (New York : Merrill, 1990), p. 230.

way that the individuals represent the larger group from which they were selected.[29]

In choosing the sample, the researcher used random sampling technique. Arikuntoexplains that random sampling is one of sample technique in which, all of the member of the population have the same opportunity to be the sample.[30] The researcher uses random sampling because all of the sixth semester students have the same characteristic, hence those sixth semester have the chance to be chosen as the sample. In this research, the researcher used some ways to choose the sample randomly; they are by taking lottery, ordinal, and random table.

The samples of the research are the students at the sixth semester are 132 students. At least, the researcher only took 25% of total respondent. It took 25% of total the sample.[31] It means that the researcher took 25% of total the sample of the research because total of student are 132. Thus, the researcher took 8 until 9 students in each class.

C. Instrumentation

The research instrument plays an important role to collect data. The researcher prepared a test as the instrument to collect the data. In this research the researcher uses test in collecting data. According to Arikunto, documentation is searching the data about circumtances or variable which is alike notes, transcripts, books, newspaper, magazine, prasasti, meeting notes, legger, diaries, and etc.[32] It means that, the document of students'

[29] L.R. Gay, *Educational Research*, (Newyork : Macmillan Publishing Company, 1990), p. 102.
[30]ArikuntoSuharsimi, *ManajemenPenelitian*,(Jakarta : RinekaCipta,2003,) p. 134
[31]SuharsimiArikunto,*MetodologiPenelitianPendidikan*, (Jakarta: PenerbitBumiAksara, 2007), p. 114
[32]Suharsimi, Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktek*, (Jakarta : Rineka Cipta, 1998) p. 236

reading journal test will be used as the instrument. Then, researcher scores the students' test to know description of students' ability in reading comprehension on academic journal. The document selects based on the goals and focus of the problem. The purpose of test is to know to what is description students' of in reading comprehension on academic journal at the sixth semester Students English Department.

D. Technique of Data Collection

The data of this research collects through documents' test in collecting the data. Documentation is a technique of data collection by using documents. Arikunto states that by using documentation method, the research analyzes written tools such as book, magazine, rules, diary, and etc.[33]The researcher takes the document of test in reading journal.

E. Technique of Data Analysis

After getting the data, the researcher analyzes the data. In analyzing the students' ability in reading comprehension on academic journal, the researcher follows these following steps:

1. Check and read the students' answers
2. Categorized and give the code of students' answers
3. Calculate the percentage of frequency for each scrore by using the formula as follow[34]:

$$R = (H – L) + 1$$

$$B = 1 + 3{,}3 \log n \text{ (n = total sampel)}$$

$$I = R / B$$

[33][44]Suharsimi Arikunto, ……..p.149

[34]Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2008), p. 52

Where:

I : Interval of the data

R : The highest score – The lowest score

4. Put the score into the distribution table.
5. Get the frequency of the data, the researcher determined the mean, median, and modus of the data. To find mean, median, and modus of data, the researcher used the formula as follow:

Mean :$\bar{x} = \frac{\sum fx}{n}$[35]

Median : $Me = \mathrm{L} + \left(\frac{\frac{1}{2}n - fka}{fi}\right)\mathrm{i}$[36]

Modus : $Mo = \mathrm{L} + \left(\frac{fa}{fa+fb}\right)\mathrm{i}$[37]

6. Arranged into the table of rating scale. As the result, the researcher used rating scale to arranged the level of students' ability in reading comprehension on reading journal. The researcher gave interpretation of the result by using table which is described as follow: [38]

The Data Interpretations

Score	Interpretation
80 – 100	Excellent
66 – 79	Good
56 – 65	Sufficient
40 – 55	Bad
30 – 39	Failed

Source:Arikunto,*ProsedurPenelitian: SuatuPendekatanPraktik.*

[35]Anas Sudjono, ..., p. 81
[36]Anas Sudjono, ..., p. 99
[37]L. R. Gay, *Educational Reseach,*……., p. 360
[38]Suharsimi, Arikunto, *Dasar- Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 1997), p.245

7. Make a conclusion about the the students' ability in reading comprehension on academic journal.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter describes about the analysis of the data collected to answer the research questions, as follows: How is the students' ability in reading comprehension when they are reading academic journals by the sixth semester students of English Education Department in IAIN Bukittinggi at the academic year 2017/2018?"

1. Data Analysis of Students' Test Result.

In order to measure the results of students' test in reading comprehension in reading an academic journal at sixth semester of students English department at IAIN Bukittinggi, the researcher scores the test questions of the students' test result based on the holistic scoring scale for summarizing and responding of reading comprehension, those are: Demonstration is clear, unambiguous comprehension of the main and supporting ideas, demonstrate the comprehension of main idea but lacks comprehension of some supporting ideas, demonstrates a partial comprehension of the main and supporting ideas, no comprehension of the main and supporting ideas.

The researcher will show the students' ability in general and then, the researcher gave 15 items question. The researcher decides to analyze and see students' ability in reading comprehension on an journal in general. It is intended to know students' ability in reading comprehension on an journal in detail. Then, the researcher also calculates the data into percentage table. At last, the score of the three indicators will be calculated in order to see students' ability in reading comprehension on an journal.

Table 4.1 : Students' Score in Reading Comprehension

No	Name	Students' Score
1	student A	80
2	student b	80
3	student c	80
4	student d	80
5	student e	80
6	student f	80
7	student g	70
8	student h	70
9	student i	70
10	student j	70
11	student k	70
12	student l	70
13	student m	70
14	student n	70
15	student o	70
16	student p	70
17	student q	70
18	student r	60
19	student s	60
20	student t	60
21	student u	60
22	student v	60
23	student w	50
24	student x	50
25	student y	50
26	student z	50
27	student An	50
28	student Am	50

29	student Al	90
30	student Au	90
31	student Aul	90
32	student Ay	90

The table showed that the score of 32 students is various which the highest score was found 90 and the lowest score was 50.

R : (H – L) + 1

R : (90– 50) + 1

R : 41

B : 1 + (3.3) log n

B : 1 + (3.3) log 32

1 + (3.3) 1.5

= 1+4.95 =5.95=6

I : $\frac{R}{B} = \frac{41}{6} =$ = 6.83=7

It will be calculated into data interval that has been mentioned previously. It will be calculated into disribution frequency table :

Table 4.*2 : Distribution Scorefor Reading Comprehension*

Score	**F**	**X**	**fx**	**fkb**	**fka**
85 – 91	4	88	352	n =32	4
78 – 84	6	81	486	28	10
71 – 77	0	74	0	22	10
63 – 70	11	66.5	731.5	22	21
57 – 62	5	59.5	297.5	11	26
50 – 56	6	53.	318	6	n = 32
Total	32		∑fx=2185		

- Mean :

$x : \frac{\sum Fx}{n} = \frac{2185}{32}$ = 68.28

The students' percentage in reading comprehension is arranged into the grafic, which described as below :

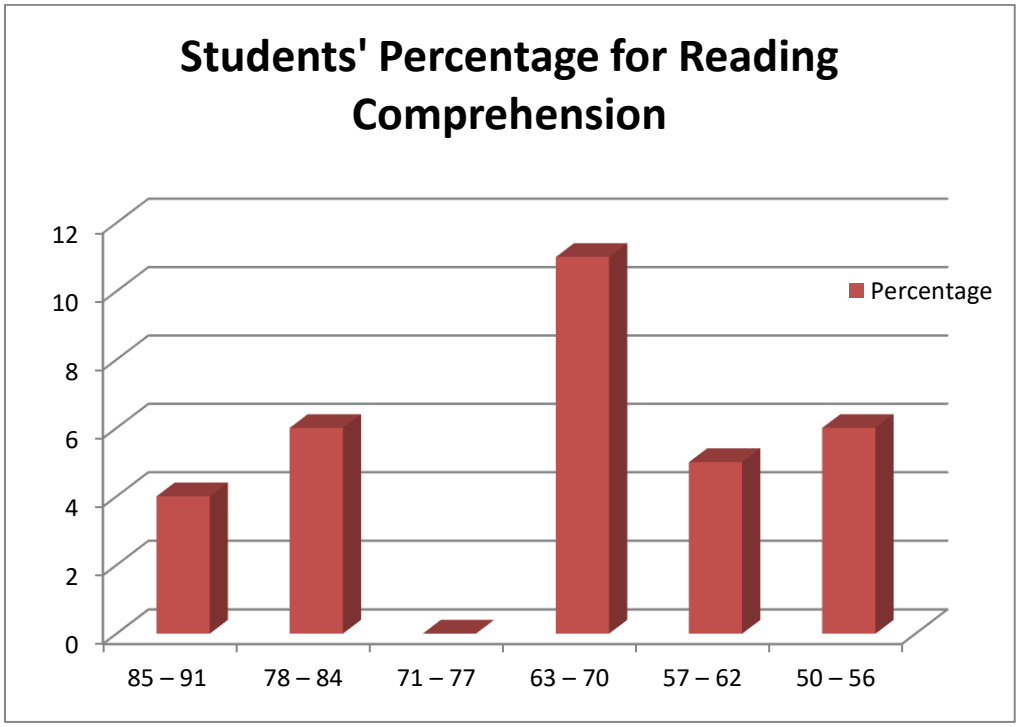


Diagram shows that 4 students get the score between 85 – 91. 6 students get the score between 78 – 84. Then 0 students get the score between 71 – 77, and 11 students get the score between 63 – 70, 5 students get the score between 57 – 62. 6 students get the score between 50– 56.

Then, the result of the students' mean scoreof percentage in reading comprehension on academic journal is arranged into the table of rating scale. As the result, the researcher use rating scale to arrange the level. The researcher will give interpretation of result by using table, which described as below :

Table 4.3 : Students' Percentage in Reading Comprehension

Score	Mean	Interpretation
80-100		Excellent
66-79	**68.28**	**Good**
56-65		Safficient
40-55		Bad
30-39		Failed

The table shows that the percentage mean score of the students are **68.28** (66 – 79 %). The score is obtained from the students in understanding specific information. It is found that the ability of students with the score percentage 68.28 is . To sum up, the ability of the students in reading comprehension on journal is good.

B. Discussions

1. Students' Test Result

According to Brown, there are four criterias of reading summary, there are express the main idea and supporting ideas accurately, written in the students' own word ; occasional vocabulary from the text is acceptable, logically organized, and display facility in the use of language to be expressed clearly in the text.

For reading component of this task, as well as the summary task, a holistic scoring system may be feasible; there are four descriptions those are: Demonstration is clear, unambiguous comprehension of the main and supporting ideas, demonstrate the comprehension of main idea but lacks comprehension of some supporting ideas, demonstrates a partial comprehension of the main and supporting ideas, no comprehension of the main and supporting ideas.

The four holistic scoring descriptions of scale for summarizing and responding of readinggoals are showed to know the students' ability in detail. The teacher discusses the students' ability in each descriptions in order to know the students' ability clearly. The finding of students' ability in reading comprehension on an academic journal usin based on data analysis in undestanding general information has showed that students' ability is that is presented on the tables above.

Based on results shows that 4 students get the score between 85 – 91. 6 students get the score between 78 – 84. Then 0 students get the score between 71 – 77, and 11 students get the score between 63 – 70, 5 students get the score between 57 – 62. 6 students get the score between 50– 56.Based on the data analysis that was found by the researcher, the mean score of the students in reading comprehension is 68.28 (66 – 79 %). Thus, it is clear that sttudents' ability in reading comprehension on academic journal is good

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The purpose of this research described how students' ability in reading comprehension on academic journal. It can be concluded that students' reading comprehension at sixth semester students of English Department was considered good. Based on the final score of the students' reading comprehension showed that percentage of final score was 68.28. The rating scale showed the 68.28 was put between rentang66– 79 % is good. In conclusion, the students reading comprehension on academic journal at sixth semester of students English departments is good.

B. Suggestions

Based on the finding of the research, the research would like to propose some suggestion as following:

1. The students have more time to practice on an academic journal could be done not only with the teacher but also could be done without the teacher and it is expected to train them understanding the text.
2. The Lecturer are hoped to facilitate the students on practicing the method or provide students with varying material to be learned.
3. The lecturer are hoped more guiding students in reading comprehension on academic journal in interactive dialogue in order to help students more understanding the text.
4. Since the research only a beginning research, further research is expected to be done to see other findings that have not been covered by this research