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**AFFECTIVE STRATEGIES USED BY STUDENTS IN READING COMPREHENSION V
(A Study of the Fifth Semester of English Department Students
of STAIN Batusangkar in 2015/2016 Academic Year)**

THESIS

*Submitted to English Teaching Department Faculty of Tarbiyah Department
as a Requirement for Obtaining Bachelor Degree
in Teaching English*

By:

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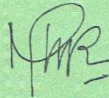

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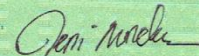
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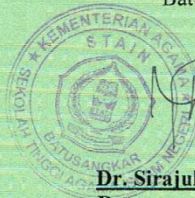
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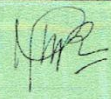
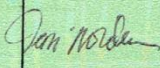
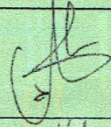
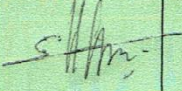
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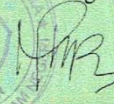
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ABSTRAK

RANDI FADLY, NIM 10 104 084, judul skripsi “**AFFECTIVE STRATEGIES USED BY STUDENTS IN READING COMPREHENSION V (A Study of the Fifth Semester of English Department Students of STAIN Batusangkar in 2015/2016 Academic Year)**”. Program Studi Tadris Bahasa Inggris, Jurusan Tarbiyah, Sekolah Tinggi Agama Islam Negeri (STAIN) Batusangkar.

Masalah dalam penelitian ini adalah belum terungkapnya strategi yang digunakan oleh mahasiswa semester lima Program Studi Tadris Bahasa Inggris Sekolah Tinggi Agama Islam Negeri (STAIN) Batusangkar dalam memahami teks dalam membaca. Penelitian ini bertujuan untuk mengidentifikasi masalah yang dihadapi oleh mahasiswa semester lima Program Studi Tadris Bahasa Inggris Sekolah Tinggi Agama Islam Negeri (STAIN) Batusangkar dalam pemahaman membaca teks bahasa Inggris pada mata kuliah *Reading Comprehension*.

Penelitian ini adalah penelitian deskriptif kuantitatif. Populasi dan sampel dalam penelitian ini adalah mahasiswa semester lima Program Studi Tadris Bahasa Inggris tahun akademik 2015/2016 yang mengalami masalah dalam memahami teks dalam membaca. 79 orang sebagai responden penelitian dan 21 orang sebagai responden *Try-out*. Sampel diambil dengan menggunakan teknik *proportional stratified random sampling*. Angket yang digunakan untuk memperoleh data adalah peneliti sendiri dengan memberikan angket kepada mahasiswa semester lima Program Studi Bahasa Inggris yang berisi pernyataan strategi afektif (*affective strategies*) mahasiswa pada mata kuliah *Reading Comprehension V*. Kemudian angket dianalisis dengan menggunakan *SPSS 16* untuk mencari validitas isi dan reliabilitas. Dari hasil *Try out* tersebut, ditemukan 14 item yang dihilangkan dan ditemukan 36 item yang valid. Sehingga, 36 item tersebutlah yang disebarakan kepada sampel penelitian.

Dari hasil analisis data diperoleh bahwa mahasiswa semester lima Program Studi Bahasa Inggris telah mengaplikasikan strategi afektif (*affective strategies*) dalam memahami teks dalam membaca pada level tinggi dengan jumlah nilai rata-rata 3,76. Berdasarkan hasil perhitungan rata-rata untuk masing-masing srategi dari strategi afektif diperoleh hasil yang tidak terlalu jauh berbeda, untuk mengurangi kecemasan berada pada level tinggi dengan rata-rata 3,70, untuk pengembangan diri berada pada level tinggi dengan rata-rata 3,69, untuk mengontrol emosi berada pada level tinggi dengan rata-rata 3,76, untuk memotivasi diri berada pada level tinggi dengan rata-rata 3,79, untuk mengurangi kecemasan berada pada level menengah dengan rata-rata 2,98.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is important for language learners to learn because it gives benefits to them. The first is to help them to communicate with people who speak using English as an international language. The second is to improve a chance of getting a job since it is also used in international business. The last is to help them to understand sources of information that are presented in English such as books, television or radio programs, movies and so forth. Therefore, English is important to master especially for language learners in completing their study.

Language learners need to consider four English language skills in order to master English well. The four language skills are listening, speaking, reading, and writing. Those skills are classified into receptive and productive skills. Nunan (2003:24) defines that receptive skill is skill which requires the person to receive and understand input or incoming information. Listening and reading are included into the receptive skills. Brown (2004:140) states that productive skill is a skill can be directly and empirically observed. Reading and writing are included into the productive skills. Thus, there are two categories of English language skills should be mastered by the students, namely receptive skills and productive skills.

Reading is a good way in finding some information's that reader needs, it is also a good way to find out new ideas, fact and experience. Mickulecky and Jefries (2004: 4) state that reading is important because reading help someone to think in English; enlarge someone's vocabulary, improve their ability and find out about new idea, fact and experience. In conclusion, Reading is an important point because it can help someone to think in English, enlarge someone's vocabulary and add someone's knowledge by reading some materials. In reading, the students do not only just read the reading texts but also comprehend it. Based on experts explanation above it can be concluded that reading comprehension is the importance skill in process as your read you make connection between what you are reading and what you want already to know. Sometimes it is easy for them because the connection seem to happen by themselves especially the information is important for them. But the other time, it is not easy and simple. So, students not only read it but also need comprehend what they are reading.

Furthermore, to get good comprehension, there are many factors that influence reading comprehension. According to Alexander in Azimar (2009:13) there are some factors that influence the development of reading comprehension such as reading materials, the total of reading instruction, the child personality, attitude, interest, motivation reading habit and rate. Batman in Azimar (2009:13) also adds that intelligence, experience, interest and skill of comprehending also influence reading

comprehension. There are many factors that influence reading comprehension such as reading materials, the total of reading instruction, the child personality, attitude, interest, motivation, reading habit, intelligence and experience. Based on the experts' opinion above, it can be concluded that students' attitude and motivation are the factors that can influence reading comprehension.

In reading comprehension the students need strategy to help them in finding some information that they needs. Oxford (1990:123) mentions three strategies in reading comprehension, they are metacognitive strategy, cognitive strategy and affective strategy. In the same source also states that affective strategies are learning strategies concerned with managing emotions, both negative and positive and positive affective environment helps learning in general. It means that affective strategies given benefits for the students in learning English especially in reading comprehension, such as manage emotions, both negative and positive and a positive affective environment helps learning in general.

Affective strategies help learners control their emotions, attitudes and motivation. There are three sets of affective strategies: lowering the anxiety, encouraging itself and taking the emotional temperature. Ideally, students have applied the strategy since they have already learned about that. In English Department students of STAIN Batusangkar, the researcher got information from interview of students

who have learned reading V. Because in this subject the students have done fifth Reading Comprehension subject, absolutely they have learned the strategies about how they improve their strategies in Reading. In fact, there are many students do not applied strategies in Reading Comprehension. Based on the preliminary research results. Some of the students have applied strategies included affective strategies. Although they have applied some strategies in Reading Comprehension, but they still did not read the text fluently. It is because of some students can not control their emotion and they still got difficulty in Reading Comprehension subject. They had difficulty in catching the ideas from the article or Reading Comprehension materials.

With the phenomenon above, there are problems above related with the students affective strategies toward their reading comprehension. The writer was interested in doing a research in order to conduct affective strategy used by students' in reading comprehension at State College for Islamic Studies (STAIN) Batusangkar.

B. Identification of the Problem

Reading is a good way in finding some information that reader needs, it is also a good way to find out new ideas, fact and experience.

Reading is an important point because it can help someone think in English, enlarge someone's vocabulary and add someone's knowledge by reading some materials.

To be mastered in Reading, the students should have learning strategies. There are two learning strategies such as direct and indirect learning strategies. There are three strategies in direct strategies such as memory strategies, cognitive strategies and compensation strategies. And in indirect strategies, there are three sets of strategies such as metacognitive strategies, affective strategies and social strategies. One of the learning strategies is affective strategies. Affective strategies help learners control their emotions, attitudes and motivation. There are three sets of affective strategies: lowering the anxiety, encouraging itself and taking the emotional temperature. Lowering anxiety is how students using progressive relaxation, deep breathing, using music and using laughter to make relax in classroom activities. Encouraging itself is how the students making positive statement and rewarding it to make enjoyable in classroom activities. Taking emotional temperature involves getting in touch with feelings, attitudes, and motivation to makes more confidence in class.

C. Limitation and Formulation of the Problem

Based on the identification of the problem above, this study limits on affective strategy because the students problem in related to affective strategies to achieve reading comprehension successfully. It helps students in lowering their anxiety, controlling their emotion and encouraging their self. Based on the limitation, the problem is formulated in the following question: “How the affective strategies used by students in Reading Comprehension?”

D. Definition of the Key Terms

In order to avoid misunderstanding in this research, the researcher defines some key terms as follow:

1. Affective strategies are learning strategies concerned with managing emotions, both negative and positive and a positive affective environment helps learning in general.
2. Reading comprehension is the ability to read texts, process to construct the meaning and in order to comprehend the texts.

E. Purpose of the Research

This research aims at finding the affective strategies used by the students in reading comprehension.

F. Significance of the Research

After conducting the research, the writer expects that it may give some beneficial information to the students, lecturer and the researcher.

1. English students

It hopefully can give information to the student to know and apply affective strategies and get good Reading Comprehension.

2. Reading Lecturers

It give information to the reading Lecture about affective strategies used by the students in Reading Comprehension V and may hope the lecturer can attach this strategy in syllabus and make the students understand more about the strategy

3. Researcher

This research may give two benefit results for the researcher. Firstly, it may improve the researcher's knowledge about affective strategies. Secondly, this research intends to fulfill a requirement for Bachelor degree (S1) from English Department of STAIN Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Review of Related Theories

1. Nature of Reading Comprehension

a. Definition of Reading Comprehension

Reading is very important in our lives. By reading someone got important information such as knowledge, science and technology. The ultimate goal of reading is to understand what has been read (Nation & Angell, 2006). Mickulecky and Jefries (2004: IV) explain that reading is important because reading helps someone think in English; enlarge someone's vocabulary, improve one's ability and find out about new idea, fact and experience. By reading someone got important information and have science and experience.

According to Margaret in Tuti Alawiyah (2006:6) reading is thinking, that as a basic component of comprehension, when we are reading a book we have to see relationship, make comparison, follow sequence of events, and engage in any number of similar. So, it should hardly seem necessary to persuade you that reading involves thinking.

Mey- Yun in Mulyati (2006:19) states that reading is interaction process between reader and text. Hornby in Mulyati (2006:19) also adds that reading is an activity where the reader to look at and understanding the meaning of written or printed word symbol. It is

clear that reading is an activity to understanding the meaning of written symbol. It is also thinking process, an activity where readers try looking at an understanding something in their reading.

Reading comprehension is not only reading process but also understanding what has been read. Talking about nature of reading comprehension some experts have given their thought as follows. Brown (2001:17) states reading comprehension strategies is primarily a matter of developing appropriate, efficient comprehension strategies and it means reading comprehension needs understanding and strategies.

Chia in Azimar (2009:21) states that reading comprehension is an interaction between reader's prior knowledge and the information encoded in the text. Bouchard & Trabasso in Azimar (2009:21) define reading comprehension as the level of understanding of a passage or text. According to Pardo (2004: 272) reading comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text.

Based on some experts' opinion above, it can be concluded that reading comprehension is a process in which an interaction of readers ability in constructing meaning between reader's knowledge and the information in the text.

b. Factors Influencing Reading Comprehension

Haris in Alawiyah (2006:14) states that there are five factor influencing reading comprehension they are background experience, language abilities, thinking abilities, affection (interest, motivation, attitude, beliefs, feeling). Batman in Azimar (2009:24) also adds that intelligence, experience, interest and skill of comprehending also influence reading comprehension. According to Alexander in Azimar (2009:25) there are some factors influence the development of reading comprehension such as reading materials, the total of reading instruction, the child our personality, attitude, interest, motivation reading habit and rate. So, there are some factors to influence of reading comprehension such as materials, motivation, attitude, interest, intelligence, reading habit and any more.

Next, McWhorter (1992:10) also adds that factors influence reading comprehension are : Background knowledge (the amount of knowledge do you have about the topic influence how easily and how fast you be able to red about it), Physical and Mental State (how you feel, how much sleep do you have had, whether you are happy or relaxed after to read and concentrate), interest level (most people little difficult understanding and remembering material if the subject is highly interest, interest can facility comprehend and rate, a lack of interest or motivation can have an adverse effect), the last

reading skills (your ability to comprehend directly influence how well and how fast you are able to read are given page).

It can be concluded that influence of reading comprehension are : background experience, language abilities, thinking abilities, affection, intelligence, experience, interest and skill of comprehending, reading materials, the total of reading instruction, the child our personality, attitude, interest, motivation reading habit and rate, Background knowledge (the amount of knowledge do you have about the topic influence how easily and how fast you be able to red about it), Physical and Mental State (how you feel, how much sleep do you have had, whether you are happy or relaxed after to read and concentrate), interest level (most people little difficult understanding and remembering material if the subject is highly interest, interest can facility comprehend and rate, a lack of interest or motivation can have an adverse effect), the last reading skills (your ability to comprehend directly influence how well and how fast you are able to read are given page).

c. Purpose of Reading Comprehension

Lener (1985: 358) states that the purpose of reading of course to gather the meaning from the printed page. Since comprehension is purpose of reading every program reading should provide for the development reading abilities. Harmer (2003: 32) also adds the reading is useful for other purpose: any exposure to English (provide

students understanding it more or less), it is good thing for language students some of the language stick is their mind as part of the process of language acquisition is likely to be event more successful. So, many purposes of the readers read reading material such as they try to connect idea to get knowledge from what they have read.

Grate (2002:13) states that there are seven purpose in reading they are reading to search general information, reading to skim, reading to learn from text, reading to grate information, reading to write (or search information is needed for writing), reading to critique texts, reading for general information. Murcia (2001: 25) classifies purpose of reading as follow to search information, to get general information, to learn general information. To synthesize evaluate information.

Based on explanations above it can be concluded that readers read the books, gather the meaning from the printed page, good thing for language students some of the language stick is their mind as part of the process of language acquisition, provide for the development reading abilities,: reading to search general information, reading to skim, reading to learn from text, reading to grate information, reading to write, reading to critique texts, reading for general information.

2. The Nature of Learning Strategy

a. Definition of Learning Strategy

Learning strategy is a step taken by learners to improve their learning. Chamot (2015:33) states that learning strategies are techniques approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information. Richards and Platt in Gerami and Shiva (2011:1568) define that learning strategies are intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information. Griffiths in the same page adds that learning strategies as activities consciously chosen by learners for the purpose of regulating their own language learning.

Oxford (1990:8) states that learning strategies are specific actions taken by learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation. Wenden and Rubin in Aswin (2015:34) define learning strategies as any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information.

In conclusions, learning strategies is a strategy that used by the learners to facilitate their learning to more meaningful and to get some information from what they learn.

b. Classification of Learning Strategy

According to Oxford (1990:14) learning strategies are divided into two major classes. They are direct strategies and indirect strategies.

Oxford (1990:37) defines that direct strategy is learning strategy that directly involve the target language. Direct strategies include memory, cognitive and compensation strategies. Memory strategies have a highly specific function that are helping students store and retrieve new information. Memory strategies fall into four sets; they are Creating Mental Linkages, Applying Image and Sounds, Reviewing Well, and Employing Actions. Cognitive strategies enable learners to understand and produce new language by many different means. Cognitive strategies are found as the most popular strategies with language learners. Cognitive strategies are divided into four sets; they are Practicing, Receiving and Sending Messages, Analyzing and Reasoning, and Creating Structure for Input and Output. The last is compensation strategies. It allows learners to use the language despite their often gaps in knowledge, for example guessing or using synonyms. The compensation strategies are clustered into two sets; they are Guessing Intelligently in Listening and Reading and Overcoming Limitations in Speaking and Writing.

Oxford (1990:12) states that indirect strategies contribute indirectly but powerfully for learning. They includes metacognitive,

affective, and socio strategies. Metacognitive strategies allow learners to control their own cognition that is to coordinate the learning process by using three strategies; namely Centering Your Learning, Arranging and Planning Your Learning, and Evaluating Your Learning. Affective strategies help learners to regulate emotions, motivations, and attitudes. These strategies are clustered into three sets; they are Lowering Your Anxiety, Encouraging Yourself, and Taking Your Emotional Temperature. Social strategies help learners to learn through interaction with others. The strategies consist of three sets; they are Asking Questions, Cooperating with Others, and Empathizing with Others. So, learning strategy can be defined in two majors' classes. Those two major classes are direct and indirect strategy.

3. The Nature of Affective Strategy in Reading

a. Definition of Affective Strategy

In order to do reading task successfully, a student needs to apply reading strategies. One of the strategies is affective strategy. Oxford (1990:123) mentions affective strategies are learning strategies concerned with managing emotions, both negative and positive and a positive affective environment helps learning in general.

In addition, Oxford (1990:123) states that affective strategies help learners control their emotions, attitudes and motivation. There

are three sets of affective strategies: lowering the anxiety, encouraging itself and taking the emotional temperature.

In other hand, Brown (2001:7-12) adds that a pioneering the affective strategies. Kinds of affective strategies are motivating own self, there are internal motivation it means that doing something because want to do it or made own choice to do it, external motivation it often need to receive rewards, such as good grades, high score and praise. Next, lowering anxiety is one feeling that can stop from having self confidence. There are steps to lowering anxiety such as develop overall self confidence, think positively and ask for help.

Besides, Murcia (2001:399) defines that affective is a term from psychology, and defines as feeling, or emotion as distinguished from cognition, thought or action.

b. Affective Strategy in Reading

In applying affective strategy correctly, students are required to follow some sets of affective strategy. In Oxford (1990:123) states that affective strategies help learners control their emotions, attitudes and motivation. There are three sets of affective strategies: lowering the anxiety, encouraging itself and taking the emotional temperature.

The first set affective strategy is lowering anxiety. Oxford (1990:164-165) adds that lowering anxiety can apply in all of skills.

In any of the four skills, anxiety can play a strong role, writing new language often causes the greatest anxiety of all, but some learners also experience tremendous anxiety when listening, speaking, reading new language. There are some strategies in lowering anxiety. The first is using progressive relaxation, deep breathing or mediation. These techniques are all effective anxiety reducers. Progressive relaxation involves alternately tensing and relaxing all the major muscle groups, one at a time. Deep breathing is often an accompaniment to progressive relaxation. The simple acts of deep breathing bring greater calmness almost immediately. Meditation means focusing on a mental image or sound to center one's thought. All of these techniques can be used in the classroom or just about anywhere. The second is using music, this strategy is useful before any stressful language task and make good mood in learning process. The powerfully relaxing capabilities of music cannot be denied in the learning context. The third is using laughter; laughter is the best medicine at the saying goes, the use of laughter is potentially able to cause important biochemical changes to enhance the immune system. Language learners can get benefit from laughter's anxiety reducing powers. Laughter bring pleasure to the classroom, it can be stimulated by many kind of classroom activities.

The second set of affective strategy is encouraging yourself. It is natural for learners to be encouraged by their teachers when doing

language tasks. Nevertheless, the fact that learners also encourage themselves before or during doing tasks is seldom true. There are some strategies in encouraging yourself. First is making positive statements, this strategy advises learners to encourage themselves explicitly by using particular statements prevents learners from giving up tasks, having not enough self-confidence and other negative attitude to learner's abilities. Oxford (1990) lists several statements which are recommended to be presented to learners to use them regularly. The statements concern noticing learner's progress in learning, making mistakes, learner's abilities in particular language skills and others. Second is taking risks wisely, this strategy is defined by Oxford as "pushing oneself to take risks in language learning situation, even though there is a chance of making a mistake or looking foolish" (1990:144). Taking risks is related to using direct strategy. Third is rewarding yourself, this strategy concerned the learners are mostly used to being rewarded either by teachers or by parents – Oxford (1990) uses the term external sources.

The third set is taking emotional temperature. Oxford (1990:167-168) states that this set of strategy for affective self assessment involves getting in touch with feelings, attitude, and motivations. There are some strategies in this set. First is listening your body, one of the simplest but most often ignored strategies for emotional self-assessment is paying attention to what the body says.

Performance in all four language skills is affected by the learners' physical states. Negative feeling like tension, anxiety and fear the muscles and affect the organ of the body. Second is using a checklist, this strategy lies in completing checklists where learners assess their emotions in connection with language learning. Third is writing a language learning diary, such diaries focus on recording learners feeling and everything connected with learning that learners consider to be worth writing down. Therefore, there is no fixed outline according to which learners are supposed to construct their diaries. Fourth is discussing your feelings with someone else, it refers to sharing learners feeling with teachers, parents or friends. This strategy can be implemented in classroom activities thanks to them teachers can easily find out how learners feel and what they need.

In addition, Brown (2001) states that two affective strategies. There are motivating own self and lowering anxiety. In motivating own self there are two strategies of this set. They are internal motivation and external motivation. In lowering anxiety there are some strategies in this set. They are develop overall self confidence, think positively and ask for help.

In conclusion, there are some strategies in reading. They are lowering anxiety, encouraging yourself, taking emotional

temperature and motivating own self. These strategies help readers come into effective comprehension while reading to the information.

Table 1

Affective Strategy in Reading Comprehension V

Author	Sub-variable	Indicator	Sub-indicator
Oxford (1990)	1. Lowering anxiety	a. Using progressive relaxation, deep breathing or meditation b. Using music c. Using laughter	Bring greater calmness mental image Make a good mood patterns Enhance the immune system
	2. Encouraging yourself	a. Making positive statements b. Taking risks wisely c. Rewarding self	Using particular statements Using direct strategy Used to being rewarded

	3. Taking emotional temperature	<ul style="list-style-type: none"> a. Listening your body b. Using checklist c. Writing language learning diary d. Discussing feelings with someone else 	<ul style="list-style-type: none"> Paying attention to what the body says Completing checklists Recording learners feeling Sharing learners feeling
Brown (2001)	1. Motivating Own self	<ul style="list-style-type: none"> a. Internal motivation b. External motivation 	
	2. Lowering Anxiety	<ul style="list-style-type: none"> a. Develop overall self confidence b. Think Positively c. Ask for Help 	

c. The Importance of Affective Strategies in Reading

Comprehension

Oxford (1990:1) states that language learning strategies are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence.

Next, in addition Oxford (1990-140) states the affective side of the learner is probably one of the very biggest influences on

language learning success or failure. Good language learners are often those who know how to control their emotions and attitudes about learning. Negative feelings can stunt progress, even for the rare learner who fully understands all the technical aspects of how to learn a new language. On the other hand, positive emotions and attitudes can make language learning far more effective and enjoyable.

Oxford (1990:141) says the sense of efficacy that underlies self-esteem is reflected in attitudes, which influence the learner's motivation to keep on trying to learn. Attitudes affect motivation, attitudes and motivation work together to influence language learning performance including both global language proficiency in specific skill, such as listening comprehension, reading comprehension, and oral production.

In addition, Brown (2001:7-12) is also a pioneering the affective strategy. Kinds of affective strategies are motivating own self, there are internal motivation it means that doing something because want to do it or made own choice to do it, external motivation it often need to receive rewards, such as good grades, high scores and praise. Next, lowering anxiety is one feeling that can stop from having self confidence. There are steps for lowering anxiety such as develop overall self-confidence, think positively and ask for help.

Based on theory above, it can be concluded that affective strategies are important for students because they are tools for active, self-directed movement, which is essential for developing communicative competence, and training them to develop and use such good language learning strategies, affective side of the learner is probably one of the very biggest influence on language learning success or failure. Good language learners are often those who know how to control their emotions and attitudes about learning.

B. Review of Relevant Studies

Dealing with this study, there are some relevant studies found by the researcher about students' interest and their reading comprehension. The First is Gerami and Shiva (2011) conducted a research about "Language Learning Strategies used by Successful and Unsuccessful Iranian EFL Students". Their study examined the application of language learning strategies by successful and unsuccessful Iranian EFL students. They found that 100 successful English Foreign Learner students' responses to language learning strategies. The learners used metacognitive, compensation, social, memory, cognitive, and affective strategies respectively. The similar with this research was conducting the research about strategies in language. The difference was they did a research focus on learning strategies that used by EFL students. But in this research the

researcher conduct a research about strategies in learning that focus on affective strategies in reading comprehension.

The second is Fahrul Rozi (2011) in his thesis “An Analysis of Affective Strategies Applied by Students in Speaking“ found that there was affective strategies in speaking. The similar with this research was conducting the research about affective strategies in learning. The difference was he did focus on speaking. But in this research the researcher conduct affective strategies in reading comprehension.

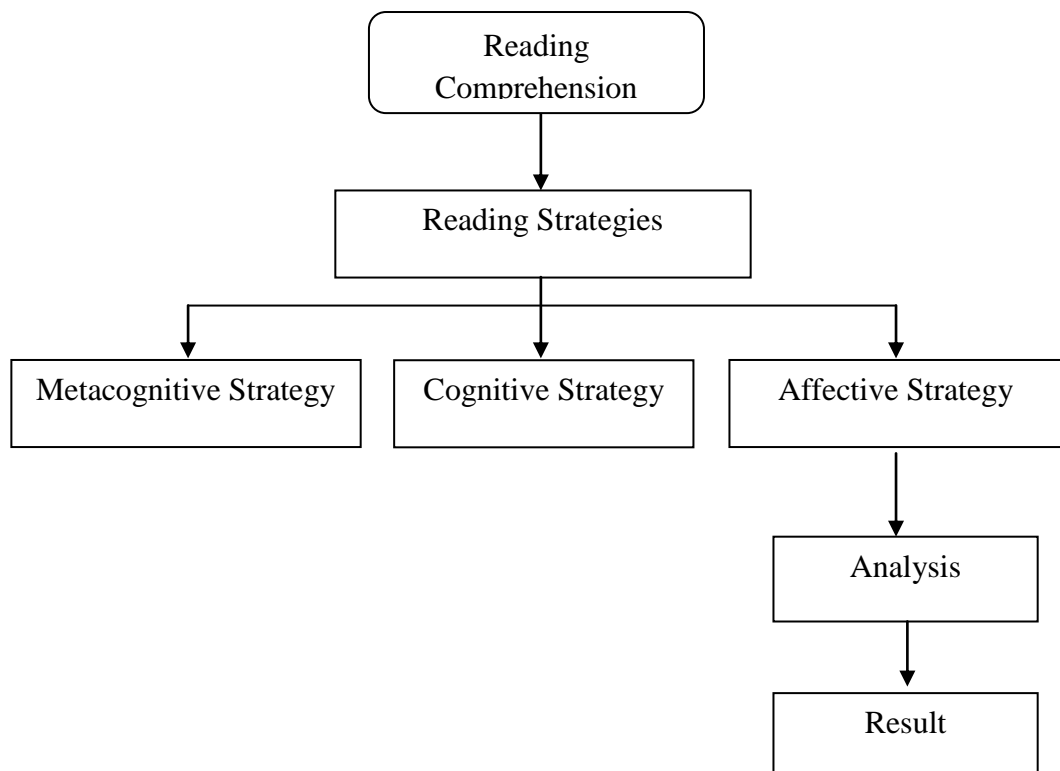
The third is Azimar (2009) in his thesis “The Correlation between Students Reading Interest and Their Reading Comprehension” found that students interest in Reading Comprehension. The similar with this research was conducted research about students interest in Reading Comprehension. The difference was he did focus on students interest in Reading. But in this research the researcher conduct affective strategies in Reading Comprehension.

C. Conceptual Framework

In this research, the researcher focused on the affective strategies used by the students in reading comprehension v. There are three techniques of affective strategy, namely lowering anxiety, encouraging itself and taking emotional temperature.

Then, the researcher found the percentage affective strategies that applied by the students. For more detail, it can be seen in the following chart:

Figure 1. Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is a descriptive quantitative research. Gay (2000:11) states that descriptive research involves collecting data in order to answer questions the current status of the subject or study. Then, Arikunto (1998:350) also states that the descriptive research describes the data in the simple analysis. It uses the percentages and simple expression.

Dealing with the theory, this research concerned with affective strategies in reading comprehension (a study of the fifth semester students of the English Department of STAIN Batusangkar in 2015/2016 academic year).

B. Population and Sample

Population and sample are participants was helped researcher collect the data. The population and sample that researcher used as follow:

1. Population

Gay and Airasian (2000:100) states that population is the group of interest to the research, the group to which she/he would like the result of the study to be generalizable. The population of this research is the fifth semester students of English Department Students at STAIN

Batusangkar registered in academic years 2015/2016 who had taken Reading I, II, III IV and V. The students are grouped into three classes. The classes are labeled TBI A, TBI B, and TBI C. The total of population in this research is 99 students. They are classified into three level of ability (high, average, and low).

Table 2.

Distribution of the Population

No	Class	Number of Students	Population		
			H	A	L
1.	TBI A	28	5	17	6
2.	TBI B	35	6	24	5
3.	TBI C	36	4	19	13
TOTAL		99	15	60	24

Note: H = High

A = Average

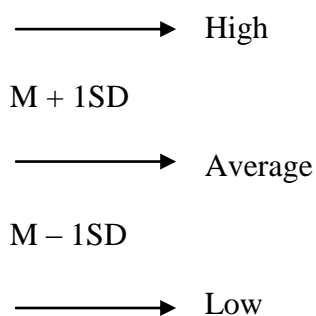
L = Low

The reason for choosing the fifth semester students is they have been learn reading comprehension and reading strategy since first semester.

2. Sample

Sample is the representative subject of the population which is selected from a process of analysis. According to Gay and Airasian (2000:121), Sample is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they are selected.

In this research, the researcher was use stratified proportional random sampling. Gay (2000:126) argues stratified sampling refers to process of selecting sample in such a way that identified subgroups in population are represented in the sample in the same proportion that they exist in the population. The researcher classified the sample into three groups (high, average, and low) based on writing subject score. The criterion to classify them states in Sudijono (2005:176):



Based on the formulation above, from the total of population, the researcher get 15 students as high group, 60 students as average group and 24 students as low group. There are three classes of the second year students which consist of 99 students. Based on this case,

the population is 99, in conclusion the sample is around 79 students.

And, each class has a chance to be sample. The researcher was choose sample in each class randomly.

Table 3.

Distribution of Sample

Class	Number of Students	Population			Sample			Technique
		H	A	L	H	A	L	
TBI A	28	28	5	17	4	17	5	Proportional stratified random sampling
TBI B	35	35	6	24	3	19	4	
TBI C	36	36	4	19	2	15	10	
		28	5	17	9	51	19	
TOTAL		99			79			

C. Technique of Data Collection

1. Research Instrument

In this research, the instrument is questionnaire. Suharsimi (2007:102) defines that questionnaire is a collection of question of the research given to the respondents in order to get the respond of the questions in write. The questionnaires were used to access the affective strategy applied by students in reading comprehension. The items of the questionnaire are developed based on the indicators of affective reading strategy.

In this research, the researcher used Likert scale. Gay (2000:156) states that Linkert scale asks participant to respond a series of statement by indicating whether they always for *selalu (SL)*, *sering (SR)*, *kadang-kadang (KD)*, *jarang (JR)*, and *tidak pernah (TP)*.

Table 4.

Sample of Instrument

No	Pernyataan	Jawaban				
		SL	SR	KD	JR	TP
1.	Saya mengartikan sebuah frase yang belum familiar bagi saya tanpa memisahkannya menjadi beberapa kata berdasarkan <i>part of speech</i> -nya					

The score was given based on the type of each item. For the positive items, the scores be arranged as follow: *selalu (SL)* 5, *sering (SR)* 4, *kadang-kadang (KD)* 3, *jarang (JR)* 2, and *tidak pernah (TP)* 1. While for negative items, the scores be arranged as follow: *selalu (SL)* 1, *sering (SR)* 2, *kadang-kadang (KD)* 3, *jarang (JR)* 4, and *tidak pernah (TP)* 5. For detail information, it can be seen in the table below:

Table 5
The Score for Categories of the Statement

Categories	Statement	
	Positive	Negative
Always (SL)	5	1
Often (SR)	4	2
Occasionally (KD)	3	3
Seldom (JR)	2	4
Never (TP)	1	5

In doing the research, certainly there are the most important principles of instrument. Gay (2000:161) states that the most important principles of instruments are validity and reliability.

1. Validity

According to Gay (2000:162) validity refers to which the instrument is what it is intended to measure. Furthermore Hughes (1989:22) states that a test is said to be valid if it measure accurately what it is intended to measure. In this case researcher used questionnaire in collecting data. So, questionnaire arranged must measures what the purpose is to

measure. Therefore, the researcher measured students' self efficacy in final test of reading comprehension V by using questionnaire.

To found the validity of the questionnaire, the researcher used construct validity. To validated the case, the questionnaire constructed based on the relevant theories formulated on the table specification that proposed by expert. Besides that, the researcher analyzed the items by aid SPSS 16.

2. Realibility

According to Gay (2000:169) reliability is the degree to which a test consistently measure whatever it measures. The more reliable a test is the more confidence we can have that the score that were obtained from administration to test are essentially the see scores was obtained if the test read minister.

The instruments were truthful because it measure that the person using the instrument is one which is consistent enough that subsequence give appropriate the same numerical status to the thing or person measures.

After finding "r" calculated and compare with r-tabel, the "r" calculated categoried based on the table of product moment interpretation below :

Table 6**Table “r” Product Moment Interpretation**

“ r’ Product Moment	Interpretation
0,00-0,20	Between X and Y very low correlation, can be regarded no correlation
0,20- 0,40	Between X and Y have low correlation
0,40 – 0,70	Between X and Y have enough correlation
0,70 – 0,90	Between X and Y have high correlation
0,90 – 1,00	Between X and Y have very high correlation

2. Research Procedure

This research was conducted by applying several steps. They are preparation, operating, and post preparation of the research.

a. Preparation

- 1) Collecting the source and references related to the research problem
- 2) Deciding the problem
- 3) Preparing proposal of the research
- 4) Consulting with advisors
- 5) Revising the research proposal

- 6) Preparing the questionnaire
 - 7) Consulting with advisors
 - 8) Revising the questionnaire
 - 9) Having the seminar
 - 10) Revising the proposal
- b. Operation
- 1) Take care of recommendation letter
 - 2) Permit to the lecturer for collecting the data from the respondents
 - 3) Trying the questionnaire out
 - 4) Distributing the affective strategy questionnaire to collect the data about the students' strategy in reading comprehension
 - 5) Collecting the affective strategy questionnaire of the students
- c. Post Operation
- 1) Omitting name and coding
 - 2) Tabulating and tallying the data
 - 3) Counting the frequency
 - 4) Percentage the frequency
 - 5) Making interpreting data
 - 6) Writing research report of thesis
 - 7) Having munaqasyah examination

D. Technique of Data Analysis

In analyzing the data, the researcher used descriptive analysis. According to Gay (2000:11) states that descriptive research involves collecting data in order to answer questions the current status of the subject or study. In this technique, the data was analyzed by several steps:

1. Selecting the data, the researcher collected the data by giving a questionnaire.
2. Classifying the data, the researcher analyzed the data by using percentage of the answer made by the students.
3. Tabulating the data, moving the data into table that has been available.
4. Counting the frequency and percentage in the table.
5. Analyzing and interpreting the data.

After collected and calculated the data, the researcher analyzed the data based on students' answer by checking their statement that given in the questionnaire of the affective strategy. The researcher group the data for each. Then the researcher calculated the mean score for each technique. The researcher compared the result of the mean's score of each strategy with rating qualities of Oxford (1990:291):

4.4 to 5.0 = always used

3.5 to 4.4 = generally used

2.5 to 3.4 = sometimes used

1.5 to 2.4 = generally not used

1.0 to 1.4 = never or almost never used

In order to find the level of students on those techniques, Oxford (1990:291) develops a scale, which reflects the level of strategy usage: (1) high usage (3.5-5.0), (2) medium usage (2.5-3.4), and low usage (1.0-2.4). The researcher used this scale to see the scale rank of application of each techniques of affective strategies.

In order to find out the students application, the researcher founded out the percentage of each total mean score that have been analyzed by using formula that is suggested by Anas (2005:43) as follows:

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

Where:

P = The Index of Percentage

F = Total mean's score of each techniques

N = Amount of mean's score

After calculated the percentage of each strategy of affective strategy the researcher ranked the percentage to see the students' application on those techniques.

6. Drawing conclusion

The conclusion have been made based on the data that researcher gets from respondents and after analyzing the data.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data Description

This research is quantitative research and the data collected by using questionnaire that was distributed to the students to get the information the affective strategies in Reading Comprehension. The questionnaire was constructed on Suharsimi (2007:102) defines that questionnaire is a collection of question of the research given to the respondents in order to get the respond of the questions in write. The total items of questionnaire were 61 items those that develop using a five choice of Likert Scale in order to assess the subjects of the study about their levels of agreement or disagreement in a quantifiable manner. The researcher asked the respondents to choose the most appropriate description. For the positive item, the scores were arranged as follows: Never =1, Seldom = 2, Sometimes = 3, usually =4 and Always = 5. Whereas, for the negative item, the scores were arranged as follows: Never = 5, seldom = 4 , sometimes = 3, usually = 2 and Always = 1.

Then, the researcher analyzed the score to find out affective strategies applied by the students in Reading Comprehension. to get information about respondent score in applied affective strategies in reading Comprehension V..

To complete the description the data is shown in the following table :

Table 7.
Students' Response of Affective Strategy in Reading Comprehension V
(Mean's Score)

N	Rebecca Oxford			Brown	
	Lowering Anxiety	Encouraging Yourself	Taking Emotional Temperature	Motivating Own Self	Lowering Anxiety
1	2.5	4	3.9	4.17	4.17
2	4.25	3.33	3.8	3.67	3.83
3	4.25	3.83	3.9	4.17	4
4	4	4.33	4.3	4	4.33
5	4.12	3.67	4.5	4.33	4.17
6	4.25	4.67	4.7	4.67	4.33
7	2.88	3.5	3.3	4.17	3.17
8	4.12	4.33	4.3	4	3.83
9	3.88	3.5	3.6	3.5	3.67
10	4.62	3.67	3.4	3.67	3.83
11	4.37	4.33	4.2	4.67	4
12	4.12	4.17	3.9	4.17	3.83
13	4	3.83	3.8	4	3.67
14	4.38	4.17	3.9	3.83	4.33
15	4.25	4.5	4.4	4.33	4.16
16	4.5	4.67	4.2	4.5	4.17
17	4	3.83	4.5	4	4.33
18	4.25	4.33	4	4.67	3.83
19	3.88	3.33	3.5	3.33	3.67
20	3.5	4	3.9	3.83	3.67

N	Rebecca Oxford			Brown	
	Lowering Anxiety	Encouraging Yourself	Taking Emotional Temperature	Motivating Own Self	Lowering Anxiety
22	3.88	4.17	4.2	4.33	4.5
23	4.5	4	3.9	4.33	4.5
24	3.25	3	3.9	3.5	4
25	4.38	4.5	4	4.83	5
26	4.88	4.67	4.4	4.5	5
27	3.38	2.5	3.1	3.33	4.5
28	3.75	3.5	3.7	3.67	3.83
29	4.62	3.17	4	4.17	3.67
30	3.75	3.83	4.4	4	3.67
31	3.62	3.83	2.9	3	3.17
32	2.12	2.83	3.6	3.67	2.17
33	2.38	3	2.4	3.33	3.5
34	3	3	3.3	2	2.83
35	4.38	4	4.4	4.33	4.33
36	4.38	4.67	4.5	4.17	4.33
37	4	4.17	4.3	4.17	4.33
38	3.88	3.83	3.6	4	3.67
39	3.5	4	3.4	3.83	3.67
40	3.75	4.17	3.9	4.5	4.17
41	4.5	4.17	4	4	4
42	4.5	4.17	4.5	4.5	4.5
43	4	4.33	4	4.5	4
44	4.12	4.33	4.4	4.5	4.33

N	Rebecca Oxford			Brown	
	Lowering Anxiety	Encouraging Yourself	Taking Emotional Temperature	Motivating Own Self	Lowering Anxiety
46	3.25	3.67	2.4	2.67	3.33
47	2.25	1.83	2.3	3.17	3.5
48	2.37	2.83	3.6	3.33	3
49	4.12	2.67	3.3	4	2.67
50	4.5	4.33	4.5	4	3.83
51	4.25	4.66	4.4	4.33	4.33
52	3.37	2.33	2.7	2.67	3.83
53	3.25	2.67	3	3	4
54	3.25	3.33	2.7	2.5	3.33
55	3.75	3.83	4.2	4.17	4.17
56	3.88	4.17	4.1	4.17	4.33
57	2.62	3.17	3.3	2.67	3.67
58	3	2.83	2.4	3.17	3.17
59	3	3.17	3.6	2.67	3.67
60	2.62	3.17	2.9	2.5	3.5
61	3.12	2.67	3.4	2.67	3.5

Note:

N= Respondents = 61

After calculating the data for each phases, the researcher analyzed and found the percentage of the data to find out the general profile of the application affective strategies that used by English students in Reading Comprehension. The general calculation of the students' responses about the questionnaire can be seen in the following table:

Table 8.
Result of Affective Strategies Applications in Reading
Comprehension V

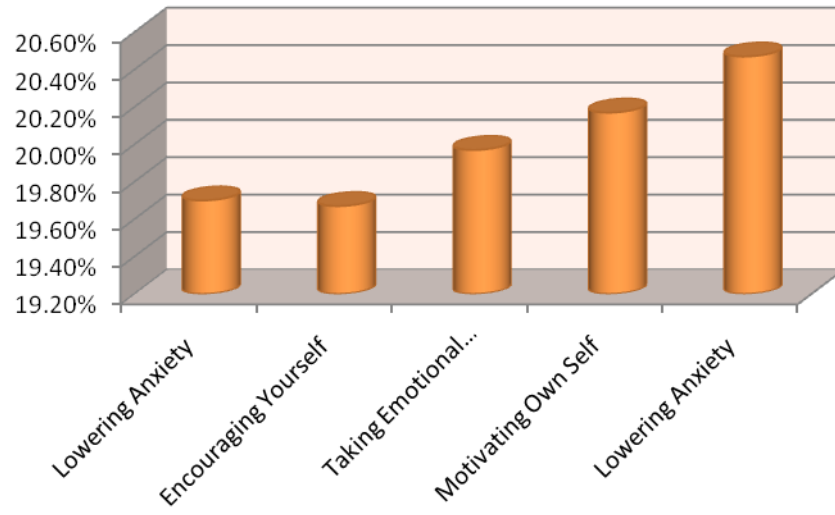
	No.	Affective Strategy	Total Mean	Mean Score	Percentage (%)	N	Rank
Rebecca Oxford (1990)	1.	Lowering anxiety	226	3,70	19,70%	12	4
	2.	Encouraging yourself	225,67	3,69	19,67%	12	5
	3.	Taking emotional temperature	229,1	3,76	19,97%	12	3
Brown (2001)	4.	Motivating ownself	231,3	3,79	20,17%	12	2
	5.	Lowering anxiety	234,83	3,85	20,47%	13	1
Amount			1.146,9	18,39	100%	61	
Mean score				3,76	6,16%		

Note:

N (Respondents) = 61

To make it clear, the figure below shows the general view of Affective Strategy applied by the students in Reading Comprehension:

Figure 2.
General Profile of Affective Strategies in Reading
Comprehension V



Based on the figure above, it is known that the fifth semester students of English department of STAIN Batusangkar in 2015/2016 academic year generally used all of affective strategies in Reading Comprehension. The high application of affective strategies was lowering anxiety (Brown: 2001) in which there were 13 students (20,47%). After that followed by applying motivating oneself (Brown:2001) which there were 12 students (20,17%) next it was follow by applying taking emotional temperature (Rebecca Oxford: 1990) which there were 12 students (19,97%). It was followed by applying lowering anxiety (Rebecca Oxford: 1990) which were 12 students (19,70%) and last application of encouraging yourself (Rebecca Oxford: 1990) which the were 12 students (19,67%).

B. Data Analysis

There were three phases of affective strategies that were analyzed in this research which consist of 36 items. They are affective strategies based on Rebecca Oxford: 1990 (lowering anxiety, encouraging yourself and taking emotional temperature), and affective strategies based on Brown: 2001 (motivating own self and lowering anxiety). There are 8 items for lowering anxiety (Rebecca Oxford: 1990), 6 items for encouraging yourself (Rebecca Oxford : 1990), 10 items for taking emotional temperature (Rebecca Oxford : 1990), 6 items for motivating own self (Brown: 2001) and 6 items for lowering anxiety (Brown: 2001).

1. Rebecca Oxford

a. Lowering Anxiety

There are several strategies applied in lowering anxiety, they were: using progressive relaxation, deep breathing, or meditation, using music and using laughter. From the score result of the questionnaire that have been completed by the respondents, can be seen appendix 15, the total score and percentage of each item can be seen in the following table:

Table 9.
Students' Response of Lowering Anxiety in Reading
Comprehension V

No	Items number	Items' Score		
		Total score	Mean Score	Percentage (%)
1	5	219	3,59	12,11
2	7	205	3,36	11,33
3	15	288	3,74	12,63
4	17	239	3,92	13,23
5	18	227	3,72	12,56
6	32	220	3,61	12,19
7	34	233	3,82	12,90
8	35	237	3,89	13,13
Total		1868	29,65	100%
Mean score			3.70	

Note:

N (respondents) : 61

Mean: $\frac{\text{Total Score}}{N}$

The table score above showed the total score for each item in lowering anxiety in Reading Comprehension. Looking at the mean's score for each item, generally English students apply to use these strategies in Reading

Comprehension. It can be seen by comparing the mean's core with rating qualities by Oxford and Brown. There were 8 items fourth lowering anxiety, all of the items that the mean in 3.5 to 4.4 scale. Therefore, looking at scale, it can be found the mean score for all this items is 3.70. In conclude, the fifth semester students of English Department have high application of applying lowering anxiety strategy Reading Comprehension .

In order to see the students' application for each part of lowering anxiety phase, look at as follows:

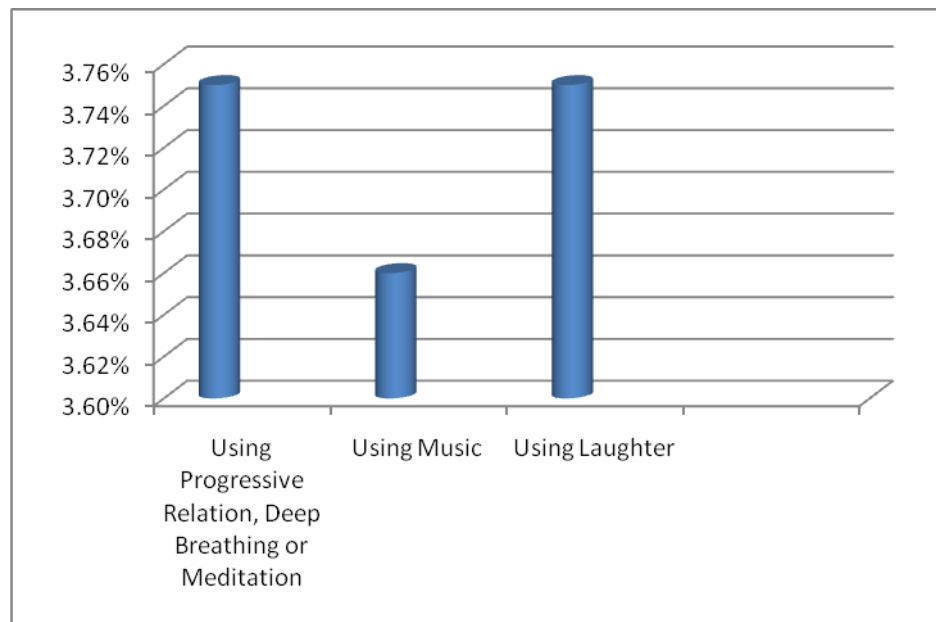
Table 10.
Lowering anxiety Phase Application in Reading Comprehension V

No	Lowering Anxiety	Items Number	Total Mean Score	Average	Percentage (%)
1.	Using progressive relaxation, deep breathing, or meditation	17, 32	7.51	3.75	33.6%
2.	Using Music	7, 15, 18, 34	.14.63	3,66	32.8%
3.	Using Laughter	5, 35	7.49	3.75	33.6%
	Total	8 items	29,63	11.16	100%

There were 8 items for lowering anxiety phase was divided into six kind of activities, namely, Using progressive relaxation, deep breathing, or meditation, Using Music, Using Laughter,. In order to see the students' rating scale for each part of lowering anxiety phase, the researcher calculated the average of the mean's score. Using progressive relaxation 3,75,using music 3,66, using laughter. It means that the fifth semester students of English

Department have *High* application for each activity. Look at the following figure to see the profile of students' application for lowering anxiety phase:

Figure 3.
Lowering Anxiety Phase Application in Reading Comprehension V



Based on the figure above, it is known that the fifth semester students of English department of STAIN Batusangkar in 2015/2016 academic year generally used all of affective strategies in Reading Comprehension. The percentage of each part of lowering anxiety phase progressive relaxation, deep breathing or meditation in which there were 4 students (3,75%). It was followed by using laughter in which there four students (3,75%) and the last followed using in which there were 4 students (3,66%) among the three kinds of activities. In can be concluded that the fifth semester students generally applied lowering anxiety strategy in reading comprehension v.

b. Encouraging yourself.

Applying encouraging yourself include using making positif statment, taking risks wisely, rewarding yourself. The students' response toward this phase can be seen in the appendix.

From the score result of the questionnaire that have been completed from the respondents, the frequency and percentage of each score can be seen in the following table:

Table 11.
Students' Response of Encouraging Yourself in Reading Comprehension V

No	Items Number	Items' Score		
		Total Score	Mean Score	Percentage (%)
1	6	235	3.86	17.4 %
2	19	266	.3.70	16.7 %
3	24	227	3.72	16.8 %
4	31	210	3.44	15.5 %
5	33	222	3.63	16.4 %
6	36	234	3.83	17.3 %
Total		1354	22.19	100 %
Means Score			3.69	

Note:

N (respondents): 61

Mean : $\frac{\text{Total Score}}{N}$

The table score above showed the total score for each item in encouraging yourself in Reading Comprehension. Looking at the mean's score for each item, generally English students apply to use these strategies in Reading Comprehension. It can be seen by comparing the mean's core with rating qualities

by Oxford, from the items, there were 5 items that the mean more than 3,5 and 1 items that the mean in 2,6-3,4 scale. Therefore, looking at the scale, it can be found the means score for all of items is 3.69. It can be said that the fifth semester students of English Department have high application of this strategy in Reading Comprehension.

In order to see the students' application for each activity of encouraging yourself phase, it can be seen in the following table.

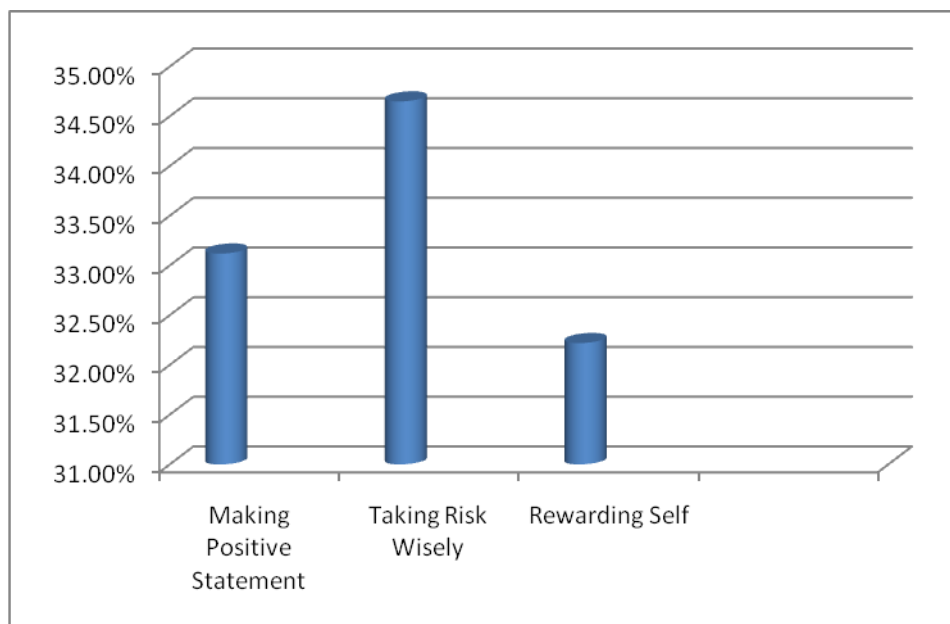
Table 12.
Encouraging yourself Phase Application in Reading
Comprehension V

No	Applying Images and Sounds	Items Number	Total Mean Score	Average	Percentage (%)
1.	Making positive statement	24, 33	7.35	3.67	33.12 %
2.	Taking risks wisely	6, 36	7.69	3.84	34.65 %
3.	Rewarding yourself	19, 31	7.14	3.57	32.22 %
Total		6	22.18	11.08	100 %

There were 6 items for applying encouraging yourself phase that were divided into three kinds of activities, namely: making positive statement, taking risks wisely, rewarding yourself. In order to see the students' rating scale for each activity of encouraging yourself phase, the researcher calculated the average of the mean's score. The average for each part of activities showed there were 2 items for taking risk wisely, 2 items for making positive statement and 2 items for rewarding self that average all of the items is more than 3.5. It means that the fifth of English Department 2015/2016 academic year have high application for all of

activity. The description of the following figure is to see profil students application encouraging yourself in Reading Comprehension phase:

Figure 4
Encouraging Yourself Phase Application in Reading Comprehension V



Based on the figure above, it is known that the fifth semester students of English department of STAIN Batusangkar in 2015/2016 academic year generally used all of affective strategies in Reading Comprehension. The percentage of encouraging yourself phase showed in which there were 4 students (34.65%) who applied taking risk wisely. Next, there were 4 students (33.12%) who applied making positive statement. The last, in which there were 4 students (32.22%) who applied rewarding yourself . Among the three kinds of activities, it can be formulated that the fifth semester students of English Department in 2015/2016 academic year, generally applied all of these strategy applying encouraging yourself in Reading Comprehension.

3. Taking the emotional temperature

In this strategies is useful for minimize the emotion of learner. Based on the result of data calculated from the questionnaire, could be seen in appendix. The researcher found the percentage of the items that is described in the following table.

Table 13.
Students' Response Taking the Emotional Temperature in Reading Comprehension V

No	Items Number	Items' score		
		Total Score	Mean Score	Percentage (%)
1	3	216	3.54	9.42
2	9	224	3.67	9.77
3	10	236	3.86	10.19
4	11	240	3.93	10.46
5	16	239	3.91	10.41
6	21	217	3.56	9.47
7	23	257	4.21	11.20
8	25	222	3.63	9.66
9	27	225	3.69	9.82
10	28	215	3.52	9.37
Total		2291	37.56	100%
Means score			3.75	

Note:

N (respondents): 61

Mean

$\frac{\text{Total Score}}{N}$

N

The table score above showed the total score for each item in taking the emotional temperature in Reading Comprehension. Looking at the mean's score for each item, generally English students apply to use these strategies in Reading Comprehension. It can be seen by comparing the mean's score with rating qualities by Oxford, all of the items, the mean in 3.5 to 4.4 scale, it can be found the mean score for all of items is 3.75. it can be said that the fifth semester students of english department have high application strategy in Reading Comprehension.

In order to see the students' application only one activity of taking the emotional temperature phase, look at the table below:

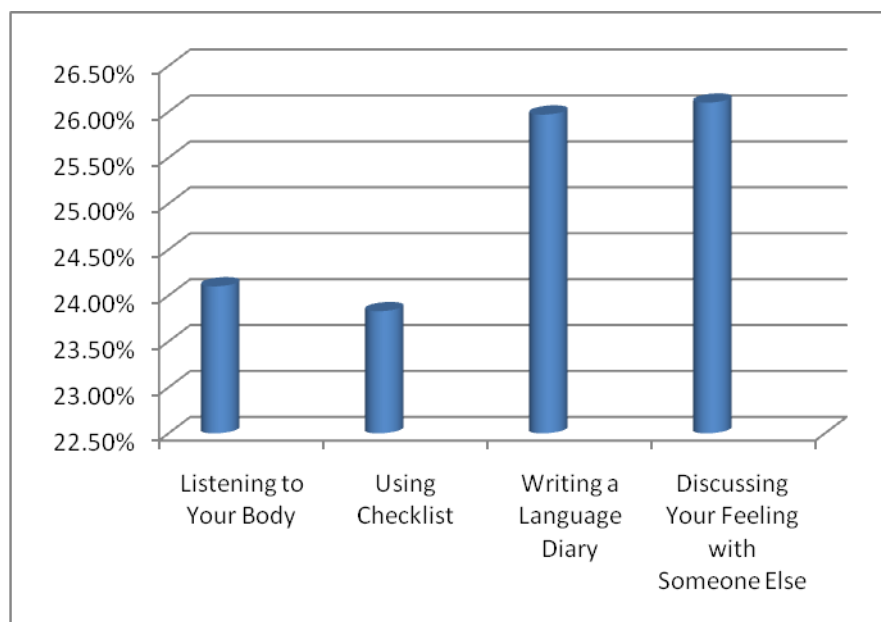
Table 14.
Taking the Emotional Temperature Application in Reading
Comprehension V

No.	Taking the Emotional Temperature	Items Number	Total Mean Score	Average	Percentage (%)
1.	Listening to your body	9,21	7.23	3.62	24.10 %
2	Using checklist	25, 28	7.15	3.58	23.83 %
3	Writing a language learning diary	3,11	7.8	3.9	25.97
4	Discussing your feeling with someone else	10,16,23,27	15.68	3.92	26.10
Total		10	37.86	15.02	100%

There were 10 items for taking the emotional temperature. After calculated the average of each means' score, it was showed that the average of listening to your body 3,62, using checklis were 3,58 and writing language learning diary were 3,9 and the last discussing your feeling with someone else were 3,92. It means that generally the fifth semester students of English Department in 2015/2016 academic year have high application on this activity.

Look at the following figure to see the profile of students' application for taking the emotional temperature phase:

Figure 5
Taking the Emotional Temperature Phase Application in Reading Comprehension V



Based on the figure above, it is known that the fifth semester students of English department of STAIN Batusangkar in 2015/2016 academic year generally used all of affective strategies in Reading Comprehension. The percentage of each part of taking the emotional temperature phase discussion

feeling with someone else (26,10%), in which there were 3 students. It was followed by writing a language learning diary (25,97%) in which there were 3 students. Next, followed by listening to your body (24,10%), in which 3 students and the last followed by using checklist (23,83%) in which there were 3 students.

It can be formulated that listening to your body have *high* application by the fifth semester students of English Department in 2015/2016 academic year, but generally they applied all of these strategies taking the emotional temperature in writing.

2. Brown (2001)

a. Motivating ownself

There are several strategies applied in motivating ownself, they were: internal motivation and external motivation. From the score result of the questionnaire that has been completed by the respondents, could be seen in the following table:

Table 15.
Students' Response of Motivating ownself in Reading Comprehension V

No	Items number	Items' Score		
		Total score	Mean Score	Percentage (%)
1	2	252	4,13	18,15
2	8	235	3,85	16,92
3	14	212	3,48	15,29
4	26	234	3,84	16,87
5	29	232	3,80	16,70
6	30	223	3,66	16,08
Total		1388	22,75	100%
Mean score			3,79	

Note:

N (respondents) : 61

Mean: $\frac{\text{Total Score}}{N}$

The table score above showed the total score for each item in motivating own self in Reading Comprehension. Looking at the mean's score for each item, generally English students apply to use these strategies in Reading Comprehension. It can be seen by comparing the mean's score with rating qualities by Oxford and Brown. There were 6 items for motivating own self, all of the items that the mean in 3.5 to 4.4 scale. Therefore, looking at scale, it can be found the mean score for all this items is 3.70. In conclusion, the fifth semester students of English Department have high application of applying lowering anxiety strategy reading comprehension.

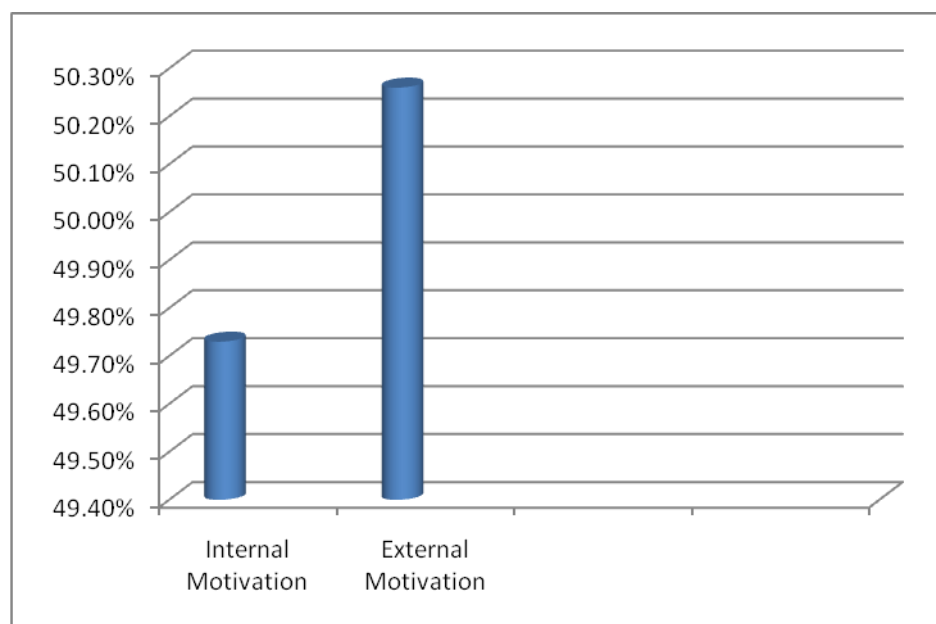
In order to see the students' application for each part of lowering anxiety phase, look at as follows:

Table 16.
Motivating ownself Phase Application in Reading Comprehension V

No	Motivating ownself	Items Number	Total Mean Score	Average	Percentage (%)
1.	Internal motivation	2, 8, 14, 39	15.13	3.78	49.74 %
2.	External motivation	26, 29	7.63	3.82	50.26 %
	Total		20,76	7.6	100%

There were 6 items for motivating oneself phase was divided into 2 kinds of activities, namely, internal motivation, external motivation. In order to see the students' rating scale for each part of motivating oneself phase, the researcher calculated the average of the mean's score. Internal motivation were 3,78 and external motivation were 3,82. It means that the fifth semester students of English Department have *High* application for each activity. Look at the following figure to see the profile of students' application for motivation oneself phase:

Figure 6.
Motivating own self Phase Application in Reading Comprehension V



Based on the figure above, it is known that the fifth semester students of English department of STAIN Batusangkar in 2015/2016 academic year generally used all of affective strategies in reading comprehension V. The percentage of each part of motivating own self phase external motivation in which there were 6 students (50,26%) and internal motivation were 6 students

(49,74%). It can be concluded that the fifth semester students generally applied these strategies motivating oneself in Reading Comprehension.

b. Lowering Anxiety

There are several strategies applied in lowering anxiety, they were: develop overall self confidence, think positively and asking for help. From the score result of the questionnaire that has been completed by the respondents, can be seen in the following table:

Table 17.
Students' Response of Lowering Anxiety in Reading Comprehension V

No	Items number	Items' Score		
		Total score	Mean Score	Percentage (%)
1	1	163	2,67	14,92 %
2	4	148	2,42	13,52 %
3	12	197	3,23	18,04 %
4	13	179	2,93	16,37 %
5	20	219	3,59	20,06
6	22	186	3,05	17,04
Total		1092	17,90	100%
Mean score			2,98	

Note:

N (respondents) : 61

Mean: $\frac{\text{Total Score}}{N}$

The table score above showed the total score for each item in lowering anxiety in Reading Comprehension. Looking at the mean's score for each item,

sometime English students apply to use these strategies in Reading Comprehension. It can be seen by comparing the mean's core with rating qualities by Oxford and Brown. There were 1 item for lowering anxiety that the mean in 3.5 to 4.4 scale and 5 items for lowering anxiety that the mean in 2.5 to 3.4 scale. it can be found the mean score for all this items was 2,98. In can be conclude that the fifth semester students of English Department have medium application of applying lowering anxiety strategy reading comprehension V.

In order to see the students' application for each part of lowering anxiety phase, look at as follows:

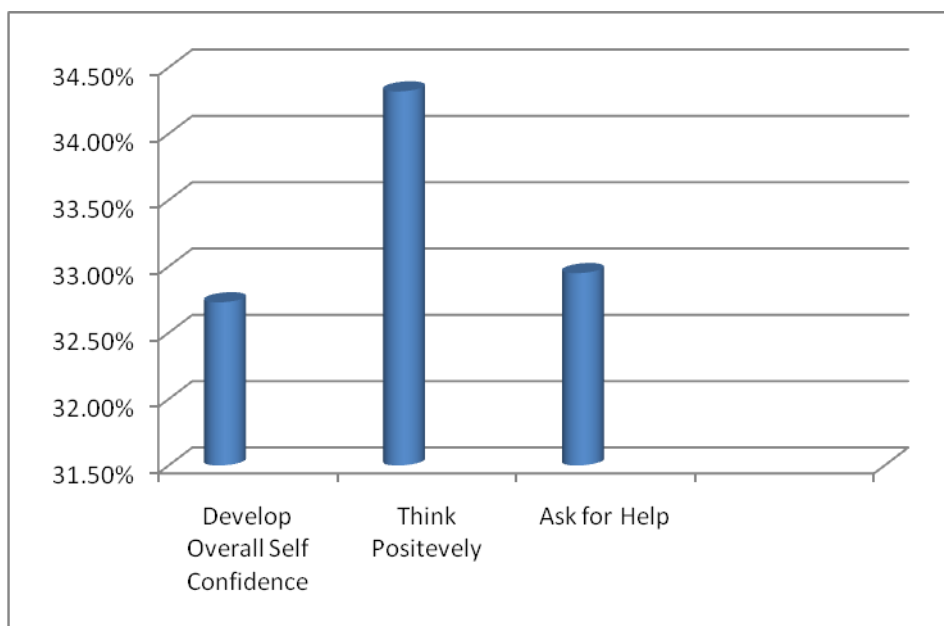
Table 18.
Lowering anxiety Phase Application in Reading Comprehension V

No	Lowering Anxiety	Items Number	Total Mean Score	Average	Percentage (%)
1.	Develop overall self confidence	13, 22	5,97	2,99	32,73%
2.	Think positively	1,20	6,26	3,13	34,32%
3.	Ask foe help	4, 12	6,01	3,01	32,95%
	Total	6	18,24	9,13	100%

There were 6 items for lowering anxiety phase was divided into 3 kind of activities, namely develop overall self confidence, think positively and ask foe help. In order to see the students' rating scale for each part of lowering anxiety phase, the researcher calculated the average of the mean's score. develop overall self confidence were 2,99, think positively were 3,13 and ask foe help were 3,01. It means that the fifth semester students of English Department have

medium application for each activity. Look at the following figure to see the profile of students' application for lowering anxiety phase:

Figure 7.
Lowering Anxiety Phase Application in Reading Comprehension V



Based on the figure above, it is known that the fifth semester students of English department of STAIN Batusangkar in 2015/2016 academic year generally used all of affective strategies in Reading Comprehension. The percentage of each part of lowering anxiety phase develop overall self think positively (34,32%), ask for help (32,95%), and develop overall self confidence(32,73%). In can be conclude that the fifth semester students sometimes applied these strategies lowering anxiety in Reading Comprehension.

C. Discussion

Based on the data description and analysis above, it was found that the fifth semester students of English Department Students of STAIN Batusangkar in 2015/2016 applied affective strategies in Reading Comprehension. Based on data calculation about students' applied on affective strategies in Reading Comprehension, generally English student used all affective strategies. From the data calculation, it was found that among the fifth parts of affective strategies, the data shown was the lowering anxiety as the high strategies that applied by students (20,47%)13 students, followed by motivating own self (20,17%) 12 students, then followed by taking the emotional temperature (19,97%) 12 students, next is lowering anxiety (19,70%) and the lowest strategies is encouraging yourself (19,67%).

The finding above is related with the theories from Oxford (1990:1) who states that language learning strategies are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence. Appropriate language learning strategies result in improving proficiency and greater self-confidence. And he also states the affective side of the learner is probably one of the very biggest influences on language learning success or failure.

Based on the research finding it can be seen the application of affective strategies in Reading Comprehension class was high. Most of them used affective strategies in learning process. Related to the theories, the students who applied affective strategies should be continued in order to improve their reading

Comprehension. Because affective strategies probably help them on language learning success. It can be proof by seeing their achievement in Reading Comprehension V.

In conclusion, based on the finding of this research, the students applied all of kinds of affective strategies in Reading Comprehension V class. By applied the strategies, it helped the students to get good achievement in Reading Comprehension V class. Because the students got some helps in understanding learning process. They can apply variety kinds of affective strategies such as lowering anxiety, encouraging itself and taking emotional temperature.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this research, the researcher concludes that the fifth Semester Students of English Department of STAIN Batusangkar applied affective strategies in Reading Comprehension were *high* application. Generally, the fifth Semester Students of English Department of STAIN Batusangkar in 2015/2016 academic year applied affective strategies in Reading Comprehension was 6,16% with mean score 3,76. To make it more specific, it can be explained as below:

1. The percentage of students' response in applying the first phase *lowering anxiety* of affective strategies in Reading Comprehension was *high* application. It can be seen from the percentage of students' response in applying lowering anxiety phase in writing was 19,70% with mean score 3,70.
2. The percentage of students' response in applying the next phase *encouraging yourself* of affective strategies in Reading Comprehension was *high* application. It can be seen from the percentage of students' response in applying encouraging yourself phase in writing was 19,67% with mean score 3,69.
3. The percentage of students' response in applying the third phase *taking the emotional temperature* of affective strategies in Reading Comprehension was *high* application. It can be seen from the percentage of students'

response in applying taking the emotional temperature phase in Reading Comprehension was 19,97% with mean score 3,76.

4. The percentage of students' response in applying the fourth phase *motivating own self* of affective strategies in Reading Comprehension was *high* application. It can be seen from the percentage of students' response in applying taking the emotional temperature phase in Reading Comprehension was 20,17% with mean score 3,79.
5. The percentage of students' response in applying the fifth phase *lowering anxiety* of affective strategies in Reading Comprehension was *medium* application. It can be seen from the percentage of students' response in applying taking the emotional temperature phase in Reading Comprehension was 20,47% with mean score 2,98.

B. Suggestion

Based on the conclusion above, the students should apply affective strategy in their Reading Comprehension as well as, because it can help them to be master in Reading Comprehension. The researcher has some suggestion:

1. Students

The students should pay attention to their strategy in *Reading Comprehension*, good English students have not to prefer on one strategy, because each of affective strategies is completing each other. In conclusion the students should use affective strategies in Reading Comprehension. Some students may prefer on lowering anxiety that has good planning to be good reader in English, but if the students low in encouraging yourself, it

makes the students faced some problems in their Reading Comprehension class.

2. Reading Lecturers

The reading lecturer's should continue to guide their students to apply affective strategy in Reading Comprehension class. Besides, the lecturer gives suggestion and support to the students finding their strategies that can be appropriate and effective for increasing and helping them improving their understanding in reading.

3. Next researcher

The next researcher, it is hoped that the result of this research can give benefit information and idea for the next researcher to conduct the study about affective strategies in others skill such as listening, speaking and writing skill.

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Appendix 1: Table of Specification of Questionnaire

Expert	Variabel	Sub-Variabel	Indicators	No Items		Total
				+	-	
Rebecca Oxford (1990)	Affective	1. Lowering Anxiety	Using progressive relaxation, Deep breathing or meditation	24, 41	8, 43	4
			Using music	21, 25	3, 10	4
			Using laughter	7,	46	2
		2. Encouraging Yourself	Making positive statement	32	44	2
			Taking risk wisely	9, 11, 45	4, 48, 49	6
			Rewarding self	42	26	2
		3. Taking Emotional Temperature	Listening to your body	15	28	2
			Using checklist	13, 36	33, 47	4
			Writing a language diary	17	5	2
			Discussing your feeling with someone else	12, 6, 31	35, 40, 50	6
Brown (2001)		1. Motivating Own Self	Internal Motivation	14, 38	2, 20	4
			External Motivation	37	34	2
		2. Lowering Anxiety	Develop overall self confidence	29, 39	19, 22	4
			Think positively	1	27	2
			Ask for help	18, 23	6, 30	4
Total				25	25	50

Appendix 2: ANGKET AFFECTIVE STRATEGIES

No	Pernyataan	Pilihan				
		SL	SR	KD	JR	TP
1	Agar bisa membaca dalam bahasa Inggris dengan benar, saya selalu berfikir positif. Saya bisa!!!					
2	Saya tidak memiliki tujuan apapun dalam bahasa Inggris					
3	Saya menghindari untuk mendengarkan musik berbahasa Inggris karena itu tidak bisa membantu saya membaca dalam bahasa Inggris lebih lancar					
4	Saya khawatir akan mendapatkan cemooh dari orang lain, sehingga saya tidak mempraktekan membaca dalam bahasa Inggris didekat orang banyak					
5	Bukanlah prioritas saya menggunakan catatan harian dalam mengembangkan kemampuan <i>Reading</i>					
6	Saya tidak mencari orang yang lebih baik kemampuannya dari saya untuk mengoreksi kemampuan membaca saya dalam berbahasa Inggris					
7	Saya membaca buku-buku atau cerita lucu untuk menghilangkan kekhawatiran saya agar saya lebih nyaman dalam membaca bahasa Inggris					
8	Saya tidak berusaha untuk tetap tenang ketika membaca dalam bahasa Inggris					
9	Agar bisa menguasai membaca dalam bahasa Inggris, saya tidak peduli jika saya diejek oleh orang lain					
10	Untuk melaksanakan tugas atau latihan dalam mata kuliah <i>Reading Comprehension</i> , saya tidak mendengarkan lagu-lagu kesukaan saya terlebih dahulu					
11	Saya tidak khawatir akan mendapatkan cemooh dari orang lain, ketika saya mempraktekan membaca dalam bahasa Inggris didekat orang banyak					
12	Saya membahas tentang materi <i>Reading</i> dengan teman sekelas menggunakan bahasa Inggris					
13	Saya menandai kesalahan-kesalahan saya ketika membaca dalam bahasa Inggris					

14	Agar bisa percaya diri ketika membaca dalam bahasa Inggris, saya menanamkan dalam diri saya, bahwa jika orang lain bisa kenapa saya tidak					
15	Saya tidak mengabaikan keinginan saya untuk mengembangkan kemampuan dalam mata kuliah <i>Reading Comprehension</i>					
16	Saya mendiskusikan masalah-masalah yang saya hadapi ketika membaca dalam bahasa Inggris dengan orang lain, agar saya bisa lebih menguasai keterampilan <i>Reading</i>					
17	Untuk mengembangkan kemampuan membaca dalam bahasa Inggris, saya menggunakan catatan harian					
18	Untuk meningkatkan kemampuan saya dalam mata kuliah <i>Reading Comprehension</i> , saya meminta bantuan kepada orang yang memiliki kemampuan lebih tinggi dari saya					
19	Saya tidak berusaha untuk menghilangkan rasa cemas dan gugup saat membaca dalam bahasa Inggris di depan kelas atau depan umum					
20	Saya merasa tidak mampu ketika membaca dalam bahasa Inggris di kelas					
21	Saya mendengarkan musik yang berirama santai untuk membuat saya lebih tenang, sehingga saya bisa lebih lancar membaca dalam berbahasa Inggris					
22	Saya tidak berusaha untuk memikirkan hal-hal yang bisa membantu saya untuk menghilangkan kecemasan saya dalam perkuliahan <i>Reading Comprehension</i>					
23	Saya mencari orang yang lebih baik kemampuannya dari saya untuk mengoreksi kemampuan membaca saya dalam berbahasa Inggris					
24	Saya berusaha untuk tetap tenang ketika membaca dalam bahasa Inggris					
25	Untuk melaksanakan tugas atau latihan dalam mata kuliah <i>Reading Comprehension</i> , saya mendengarkan lagu-lagu kesukaan saya terlebih dahulu					
26	Saya tidak berupaya memberikan hadiah pada diri saya sendiri ketika telah berhasil membaca dalam bahasa Inggris					
27	Saya berfikir bahwa saya tidak mampu dalam					

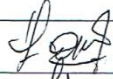

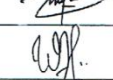
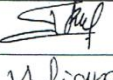
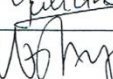
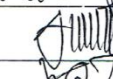
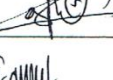

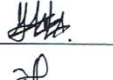
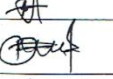
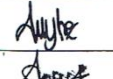
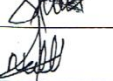




	perkuliahan <i>Reading Comprehension</i>					
28	Saya mengabaikan keinginan saya untuk mengembangkan kemampuan dalam mata kuliah <i>Reading Comprehension</i>					
29	Jika saya membaca dalam bahasa Inggris di dekat orang yang lebih baik dari saya, saya berusaha untuk tidak cemas walaupun saya seringkali menggigil atau gemetaran sehingga membuat saya terkendala dalam membaca dalam bahasa Inggris					
30	Saya memecahkan masalah dalam <i>Reading</i> tanpa melibatkan orang lain					
31	Saya dengan teman-teman sekelas bekerjasama dan berdiskusi serta praktek bahasa Inggris sehingga membuat saya lebih percaya diri untuk membaca dalam bahasa Inggris					
32	Saya memotivasi diri saya sendiri dengan mengatakan bahwa “saya adalah pembaca yang bagus” untuk menghilangkan rasa ragu dan cemas disaat akan tampil dalam pembacaan dalam bahasa Inggris					
33	Bukanlah prioritas saya untuk menandai kesalahan saya saat membaca dalam bahasa Inggris					
34	Saat perkuliahan <i>Reading Comprehension</i> , saya mengabaikan dukungan orang lain					
35	Saya tidak berusaha untuk mempraktekan bahasa Inggris saya dengan teman ataupun dengan dosen					
36	Dalam belajar <i>Reading</i> , saya menggunakan checklist setiap saat dengan mencatat kemajuan-kemajuan yang telah saya peroleh dan perubahan-perubahan sikap dan tingkah laku yang terjadi dalam <i>Reading</i>					
37	Teman saya selalu bilang kalau saya bisa dalam membaca bahasa Inggris dengan baik					
38	Saya merasa mampu ketika membaca dalam bahasa Inggris di kelas					
39	Saya tidak mengabaikan kelemahan saya ketika membaca dalam bahasa Inggris					
40	Menanyakan kesulitan ketika membaca dalam bahasa Inggris dengan teman atau dosen bukan prioritas saya					
41	Ketika akan mulai membaca dan saya mulai merasa gelisah, saya menenangkan diri					

	dengan berbagai cara seperti: memutar-mutar pena di tangan					
42	Saya berupaya memberikan hadiah pada diri saya sendiri ketika telah berhasil membaca dalam bahasa Inggris					
43	Saya tidak melakukan apa-apa untuk menghilangkan gelisah saat akan mulai pelajaran <i>Reading</i>					
44	Saya tidak memotivasi diri saya sendiri dengan mengatakan bahwa “saya adalah pembaca yang bagus” untuk menghilangkan rasa ragu dan cemas disaat akan tampil dalam pembacaan dalam bahasa Inggris					
45	Untuk meningkatkan kemampuan membaca, saya akan membaca sesering mungkin					
46	Saya tidak membaca buku-buku atau cerita lucu untuk menghilangkan kekhawatiran saya agar saya lebih nyaman dalam membaca bahasa Inggris					
47	Dalam belajar <i>Reading</i> , saya tidak menggunakan checklist setiap saat dengan mencatat kemajuan-kemajuan yang telah saya peroleh dan perubahan-perubahan sikap dan tingkah laku yang terjadi dalam <i>Reading</i>					
48	Saya tidak berusaha meningkatkan kemampuan membaca saya meski kemampuan saya rendah					
49	Saya tidak berupaya untuk mempraktekkan membaca dalam bahasa Inggris walau masih banyak kesalahan					
50	Saya tidak bekerjasama dan berdiskusi serta praktek bahasa inggris dengan teman sekelas meskipun kemampuan membaca saya rendah					

Appendix 1: Attendance List of Try Out Questionnaire

ATTENDANCE LIST OF TRY OUT QUESTIONNAIRE

Title: "AFFECTIVE STRATEGIES USED BY STUDENTS IN READING COMPREHENSION (A Study of the Fifth Semester Students of English Department of STAIN Batusangkar Registered in 2015/2016 Academic Year)"

NO	REG.NO	HARI/TANGGAL	SIGNATURE
1	13104106	Kamis / 4-2-16	
2	13104097	"	
3	13104103	"	
4	13104109	"	
5	13104104	"	
6	13104115	"	
7	13104112	"	
8	13104041	"	
9	13104013	"	
10	13104018	"	
11	13104012		
12	13104045	Minggu / 7-2-2016	
13	13104092	Selasa / 09-02-2016	
14	13104081	Selasa / 09-02-16	
15	13104009	Selasa / 09-02-16	
16	13104094	--	
17	13104058	--	

18
19
20

13 104 057	Selasa 9 Februari 16	<i>[Signature]</i>
13 104 116	Selasa, 9 Feb	<i>[Signature]</i>
13 104 086	Selasa, 9 Feb	<i>[Signature]</i>

Questionnaire

INSTRUMEN PENELITIAN TENTANG *AFFECTIVE STRATEGIES* YANG DIAPLIKASIKAN MAHASISWA PROGRAM STUDI TADRIS BAHASA INGGRIS SEMESTER LIMA SEKOLAH TINGGI AGAMA ISLAM (STAIN) BATUSANGKAR PADA UJIAN SEMESTER MATA KULIAH *READING COMPREHENSION V*

A. Pengantar

Angket ini hanya digunakan untuk kepentingan ilmiah. Pernyataan-pernyataan di bawah ini berhubungan dengan *Affective strategies* pada Ujian Semester Mata Kuliah *Reading Comprehension V*, diaplikasikan oleh mahasiswa Program Studi Tadris Bahasa Inggris Semester Lima. Isilah angket ini apa adanya sesuai dengan yang Anda lakukan dan Anda rasakan. Jawaban yang diberikan akan dijamin kerahasiaannya. Atas bantuan dan kerjasamanya saya ucapkan terima kasih.

B. Petunjuk Pengisian

Nyatakan pilihan Anda berdasarkan apa yang Anda lakukan dan rasakan dengan menceklis (✓) salah satu dari pilihan jawaban berikut:

- SL untuk Selalu
- SR untuk Sering
- KD untuk Kadang-kadang
- JR untuk Jarang
- TP untuk Tidak pernah

C. Contoh Pengisian

No	Pernyataan	Jawaban				
		SL	SR	KD	JR	T P
1.	Saya bisa menilai kemampuan saya ketika mendengarkan <i>audio listening</i> dalam Ujian Tengah <i>Listening Comprehension I</i>		√			

Berdasarkan pernyataan di atas dapat disimpulkan bahwa saya *sering* menilai kemampuan saya ketika membaca dalam kelas Reading *Comprehension V*

ANGKET AFFECTIVE STRATEGIES

No	Pernyataan	Pilihan					
		SL	SR	KD	JR	TP	
1	Agar bisa membaca dalam bahasa Inggris dengan benar, saya selalu berfikir positif. Saya bisa!!!	✓					5
2	Saya tidak memiliki tujuan apapun dalam bahasa Inggris					✓	5
3	Saya menghindari untuk mendengarkan musik berbahasa Inggris karena itu tidak bisa membantu saya membaca dalam bahasa Inggris lebih lancar					✓	5
4	Saya khawatir akan mendapatkan cemooh dari orang lain, sehingga saya tidak mempraktekan membaca dalam bahasa Inggris didekat orang banyak					✓	3
5	Bukanlah prioritas saya menggunakan catatan harian dalam mengembangkan kemampuan <i>Reading</i>					✓	5
6	Saya tidak mencari orang yang lebih baik kemampuannya dari saya untuk mengoreksi kemampuan membaca saya dalam berbahasa Inggris				✓		4
7	Saya membaca buku-buku atau cerita lucu untuk menghilangkan kekhawatiran saya agar saya lebih nyaman dalam membaca bahasa Inggris			✓			3
8	Saya tidak berusaha untuk tetap tenang ketika membaca dalam bahasa Inggris					✓	5
9	Agar bisa menguasai membaca dalam bahasa Inggris, saya tidak peduli jika saya diejek oleh orang lain			✓			3
10	Untuk melaksanakan tugas atau latihan dalam mata kuliah <i>Reading Comprehension</i> , saya tidak mendengarkan lagu-lagu kesukaan saya terlebih dahulu				✓		4
11	Saya tidak khawatir akan mendapatkan cemooh dari orang lain, ketika saya mempraktekan membaca dalam bahasa Inggris didekat orang banyak		✓				4
12	Saya membahas tentang materi <i>Reading</i> dengan teman sekelas menggunakan bahasa Inggris	✓					5
13	Saya menandai kesalahan-kesalahan saya ketika membaca dalam bahasa Inggris		✓				4

14	Agar bisa percaya diri ketika membaca dalam bahasa Inggris, saya menanamkan dalam diri saya, bahwa jika orang lain bisa kenapa saya tidak	✓					5
15	Saya tidak mengabaikan keinginan saya untuk mengembangkan kemampuan dalam mata kuliah <i>Reading Comprehension</i>			✓			3
16	Saya mendiskusikan masalah-masalah yang saya hadapi ketika membaca dalam bahasa Inggris dengan orang lain, agar saya bisa lebih menguasai keterampilan <i>Reading</i>	✓					5
17	Untuk mengembangkan kemampuan membaca dalam bahasa Inggris, saya menggunakan catatan harian			✓			3
18	Untuk meningkatkan kemampuan saya dalam mata kuliah <i>Reading Comprehension</i> , saya meminta bantuan kepada orang yang memiliki kemampuan lebih tinggi dari saya	✓					5
19	Saya tidak berusaha untuk menghilangkan rasa cemas dan gugup saat membaca dalam bahasa Inggris di depan kelas atau depan umum				✓		4
20	Saya merasa tidak mampu ketika membaca dalam bahasa Inggris di kelas				✓		4
21	Saya mendengarkan musik yang berirama santai untuk membuat saya lebih tenang, sehingga saya bisa lebih lancar membaca dalam berbahasa Inggris	✓					5
22	Saya tidak berusaha untuk memikirkan hal-hal yang bisa membantu saya untuk menghilangkan kecemasan saya dalam perkuliahan <i>Reading Comprehension</i>			✓			3
23	Saya mencari orang yang lebih baik kemampuannya dari saya untuk mengoreksi kemampuan membaca saya dalam berbahasa Inggris	✓					5
24	Saya berusaha untuk tetap tenang ketika membaca dalam bahasa Inggris			✓			3
25	Untuk melaksanakan tugas atau latihan dalam mata kuliah <i>Reading Comprehension</i> , saya mendengarkan lagu-lagu kesukaan saya terlebih dahulu		✓				4
26	Saya tidak berupaya memberikan hadiah pada diri saya sendiri ketika telah berhasil membaca dalam bahasa Inggris				✓		4
27	Saya berfikir bahwa saya tidak mampu dalam			✓			3

	perkuliahan <i>Reading Comprehension</i>						
28	Saya mengabaikan keinginan saya untuk mengembangkan kemampuan dalam mata kuliah <i>Reading Comprehension</i>				✓		4
29	Jika saya membaca dalam bahasa Inggris di dekat orang yang lebih baik dari saya, saya berusaha untuk tidak cemas walaupun saya seringkali menggigil atau gemeteran sehingga membuat saya terkendala dalam membaca dalam bahasa Inggris			✓			3
30	Saya memecahkan masalah dalam <i>Reading</i> tanpa melibatkan orang lain				✓		4
31	Saya dengan teman-teman sekelas bekerjasama dan berdiskusi serta praktek bahasa Inggris sehingga membuat saya lebih percaya diri untuk membaca dalam bahasa Inggris	✓					5
32	Saya memotivasi diri saya sendiri dengan mengatakan bahwa "saya adalah pembaca yang bagus" untuk menghilangkan rasa ragu dan cemas disaat akan tampil dalam pembacaan dalam bahasa Inggris		✓				4
33	Bukanlah prioritas saya untuk menandai kesalahan saya saat membaca dalam bahasa Inggris			✓			3
34	Saat perkuliahan <i>Reading Comprehension</i> , saya mengabaikan dukungan orang lain			✓			3
35	Saya tidak berusaha untuk mempraktekan bahasa Inggris saya dengan teman ataupun dengan dosen				✓		4
36	Dalam belajar <i>Reading</i> , saya menggunakan checklist setiap saat dengan mencatat kemajuan-kemajuan yang telah saya peroleh dan perubahan-perubahan sikap dan tingkah laku yang terjadi dalam <i>Reading</i>			✓			3
37	Teman saya selalu bilang kalau saya bisa dalam membaca bahasa Inggris dengan baik				✓		2
38	Saya merasa mampu ketika membaca dalam bahasa Inggris di kelas			✓			3
39	Saya tidak mengabaikan kelemahan saya ketika membaca dalam bahasa Inggris				✓		2
40	Menanyakan kesulitan ketika membaca dalam bahasa Inggris dengan teman atau dosen bukan prioritas saya					✓	5
41	Ketika akan mulai membaca dan saya mulai merasa gelisah, saya menenangkan diri					✓	1

	dengan berbagai cara seperti: memutar-mutar pena di tangan						
42	Saya berupaya memberikan hadiah pada diri saya sendiri ketika telah berhasil membaca dalam bahasa Inggris				✓		2
43	Saya tidak melakukan apa-apa untuk menghilangkan gelisah saat akan mulai pelajaran <i>Reading</i>					✓	8
44	Saya tidak memotivasi diri saya sendiri dengan mengatakan bahwa "saya adalah pembaca yang bagus" untuk menghilangkan rasa ragu dan cemas disaat akan tampil dalam pembacaan dalam bahasa Inggris				✓		4
45	Untuk meningkatkan kemampuan membaca, saya akan membaca sesering mungkin		✓				4
46	Saya tidak membaca buku-buku atau cerita lucu untuk menghilangkan kekhawatiran saya agar saya lebih nyaman dalam membaca bahasa Inggris				✓		4
47	Dalam belajar <i>Reading</i> , saya tidak menggunakan checklist setiap saat dengan mencatat kemajuan-kemajuan yang telah saya peroleh dan perubahan-perubahan sikap dan tingkah laku yang terjadi dalam <i>Reading</i>					✓	5
48	Saya tidak berusaha meningkatkan kemampuan membaca saya meski kemampuan saya rendah				✓		4
49	Saya tidak berupaya untuk mempraktekkan membaca dalam bahasa Inggris walau masih banyak kesalahan					✓	5
50	Saya tidak bekerjasama dan berdiskusi serta praktek bahasa Inggris dengan teman sekelas meskipun kemampuan membaca saya rendah				✓		4

Appendix 6: Try out Validity

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00001	184.8500	211.924	.449	.	.805
VAR00002	184.2000	188.589	.627	.	.778
VAR00003	185.1500	201.503	.118	.	.793
VAR00004	185.5500	212.892	-.293	.	.806
VAR00005	184.9500	206.997	.487	.	.798
VAR00006	184.5500	203.418	.465	.	.794
VAR00007	184.0500	204.682	.500	.	.795
VAR00008	184.8500	203.292	.070	.	.794
VAR00009	185.0000	207.789	.786	.	.800
VAR00010	184.8000	209.747	.456	.	.804
VAR00011	185.1000	203.568	.024	.	.797
VAR00012	184.9500	195.313	.355	.	.786

VAR0001 3	184.9500	199.629	.250	.	.789
VAR0001 4	184.3500	209.818	.477	.	.803
VAR0001 5	185.0500	202.050	.573	.	.797
VAR0001 6	184.9000	188.200	.569	.	.778
VAR0001 7	184.5000	205.211	.567	.	.796
VAR0001 8	184.6500	186.239	.798	.	.774
VAR0001 9	184.9500	186.050	.681	.	.775
VAR0002 0	184.9000	188.832	.579	.	.778
VAR0002 1	185.0000	184.421	.562	.	.776
VAR0002 2	184.6500	197.082	.258	.	.789
VAR0002 3	184.7000	183.800	.695	.	.773
VAR0002 4	185.0500	185.839	.648	.	.775
VAR0002 5	184.5500	188.366	.607	.	.778
VAR0002 6	184.3000	194.642	.519	.	.783
VAR0002 7	184.5000	205.316	.545	.	.794

VAR0002 8	184.5000	197.211	.456	.	.786
VAR0002 9	184.5000	205.737	.535	.	.796
VAR0003 0	185.9500	207.208	-.097	.	.799
VAR0003 1	184.5000	195.211	.513	.	.784
VAR0003 2	184.4500	193.839	.632	.	.782
VAR0003 3	185.4500	185.945	.573	.	.777
VAR0003 4	184.6500	204.661	.721	.	.796
VAR0003 5	185.1000	186.095	.532	.	.778
VAR0003 6	184.2000	206.168	.560	.	.797
VAR0003 7	184.3500	200.134	.449	.	.790
VAR0003 8	184.9500	197.418	.400	.	.786
VAR0003 9	185.3500	211.397	-.236	.	.804
VAR0004 0	185.6000	206.147	-.060	.	.801
VAR0004 1	184.4000	212.989	-.306	.	.805
VAR0004 2	184.5500	207.313	.512	.	.800

VAR0004 3	185.2500	180.618	.620	.	.773
VAR0004 4	185.3000	187.274	.452	.	.781
VAR0004 5	184.1500	201.713	.488	.	.791
VAR0004 6	184.2000	200.800	.487	.	.792
VAR0004 7	184.9000	191.463	.370	.	.785
VAR0004 8	184.6500	193.713	.433	.	.784
VAR0004 9	184.6500	189.292	.512	.	.780
VAR0005 0	184.3500	193.397	.424	.	.784

Appendix 7: The Result of Try Out to find Validities Items

No	Result of Validity	df 5%	Interpretation
1.	.449	0,444	Valid
2.	.627	0,444	Valid
3.	.118	0,444	Discarded
4.	-.293	0,444	Discarded
5.	.487	0,444	Valid
6.	.465	0,444	Valid
7.	.500	0,444	Valid
8.	.070	0,444	Discarded
9.	.786	0,444	Valid
10.	.456	0,444	Valid
11.	.024	0,444	Discarded
12.	.355	0,444	Discarded
13.	.250	0,444	Discarded
14.	.477	0,444	Valid
15.	.573	0,444	Valid
16.	.569	0,444	Valid
17.	.567	0,444	Valid
18.	.798	0,444	Valid
19.	.681	0,444	Valid
20.	.579	0,444	Valid
21.	.562	0,444	Valid
22.	.258	0,444	Discarded
23.	.695	0,444	Valid
24.	.648	0,444	Valid

25.	.607	0,444	Valid
26.	.519	0,444	Valid
27.	.545	0,444	Valid
28.	.456	0,444	Valid
29.	.535	0,444	Valid
30.	-.097	0,444	Discarded
31.	.513	0,444	Valid
32.	.632	0,444	Valid
33.	.573	0,444	Valid
34.	.721	0,444	Valid
35.	.532	0,444	Valid
36.	.560	0,444	Valid
37.	.449	0,444	Valid
38.	.400	0,444	Valid
39.	-.236	0,444	Discarded
40.	-.060	0,444	Discarded
41.	-.306	0,444	Discarded
42.	.512	0,444	Valid
43.	.620	0,444	Valid
44.	.452	0,444	Valid
45.	.488	0,444	Valid
46.	.487	0,444	Valid
47.	.370	0,444	Discarded
48.	.433	0,444	Discarded
49.	.512	0,444	Valid
50.	.424	0,444	Discarded

Appendix 8: R

Appendix 9: R Table

Nukilan Tabel Nilai Koefisien Korelasi "r" Product
Moment dari Pearson untuk Berbagai df.*

83

df. (degrees of freedom) atau: db. (derajat bebas)	Banyak variabel yang dikorelasikan:	
	2	
	Harga "r" pada taraf signifikansi:	
	5%	1%
1	0,997	1,000
2	0,950	0,990
3	0,878	0,959
4	0,811	0,917
5	0,754	0,874
6	0,707	0,834
7	0,666	0,798
8	0,632	0,765
9	0,602	0,735
10	0,576	0,708
11	0,553	0,684
12	0,532	0,661
13	0,514	0,641
14	0,497	0,623
15	0,482	0,606
16	0,468	0,590
17	0,456	0,575
18	0,444	0,561
19	0,433	0,549
20	0,423	0,537

*Dinukil dari: Henry E. Garrett, *Statistic in Psychology and Education*,
(New York: Longmans, Green and co.), hlm. 437-439, dengan penyesuaian
seperlunya; sesuai dengan kebutuhan variabel yang dikorelasikan hanya
dibatasi 2 buah.

Table

Appendix 9: Try Out Reliability

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.859	.865	50

Appendix 10: Comparative Table of Questionnaire

No	Items of Questionnaire for Try Out	Interpretation	No	Items of Questionnaire for Test
1	Agar bisa membaca dalam bahasa Inggris dengan benar, saya selalu berfikir positif. Saya bisa!	Valid	1	Agar bisa membaca dalam bahasa Inggris dengan benar, saya selalu berfikir positif. Saya bisa!
2	Saya tidak memiliki tujuan apapun dalam bahasa Inggris	Valid	2	Saya tidak memiliki tujuan apapun dalam bahasa Inggris
3	Saya menghindari untuk mendengarkan musik berbahasa Inggris karena itu tidak bisa membantu saya membaca dalam bahasa Inggris lebih lancar	Discarded		
4	Saya khawatir akan mendapatkan cemooh dari orang lain, sehingga saya tidak mempraktekan membaca dalam bahasa Inggris didekat orang banyak	Discarded		
5	Bukanlah prioritas saya menggunakan catatan harian dalam mengembangkan kemampuan <i>Reading</i>	Valid	3	Bukanlah prioritas saya menggunakan catatan harian dalam mengembangkan kemampuan <i>Reading</i>
6	Saya tidak mencari orang yang lebih baik kemampuannya dari saya untuk mengoreksi kemampuan membaca saya dalam berbahasa Inggris	Valid	4	Saya tidak mencari orang yang lebih baik kemampuannya dari saya untuk mengoreksi kemampuan membaca saya dalam berbahasa Inggris
7	Saya membaca buku-buku atau cerita lucu untuk menghilangkan kekhawatiran saya agar saya lebih nyaman dalam membaca bahasa	Valid	5	Saya membaca buku-buku atau cerita lucu untuk menghilangkan kekhawatiran saya agar saya lebih nyaman dalam

	Inggris			membaca bahasa Inggris
8	Saya tidak berusaha untuk tetap tenang ketika membaca dalam bahasa Inggris	Discarded		
9	Agar bisa menguasai membaca dalam bahasa Inggris, saya tidak peduli jika saya diejek oleh orang lain	Valid	6	Agar bisa menguasai membaca dalam bahasa Inggris, saya tidak peduli jika saya diejek oleh orang lain
10	Untuk melaksanakan tugas atau latihan dalam mata kuliah <i>Reading Comprehension</i> , saya tidak mendengarkan lagu-lagu kesukaan saya terlebih dahulu	Valid	7	Untuk melaksanakan tugas atau latihan dalam mata kuliah <i>Reading Comprehension</i> , saya tidak mendengarkan lagu-lagu kesukaan saya terlebih dahulu
11	Saya tidak khawatir akan mendapatkan cemoooh dari orang lain, ketika saya mempraktekan membaca dalam bahasa Inggris didekat orang banyak	Discarded		
12	Saya membahas tentang materi <i>Reading</i> dengan teman sekelas menggunakan bahasa Inggris	Discarded		
13	Saya menandai kesalahan-kesalahan saya ketika membaca dalam bahasa Inggris	Discarded		
14	Agar bisa percaya diri ketika membaca dalam bahasa Inggris, saya menanamkan dalam diri saya, bahwa jika orang lain bisa kenapa saya tidak	Valid	8	Agar bisa percaya diri ketika membaca dalam bahasa Inggris, saya menanamkan dalam diri saya, bahwa jika orang lain bisa kenapa saya tidak
15	Saya tidak mengabaikan keinginan saya untuk mengembangkan kemampuan dalam mata kuliah <i>Reading</i>	Valid	9	Saya tidak mengabaikan keinginan saya untuk mengembangkan kemampuan dalam mata

	<i>Comprehension</i>			kuliah <i>Reading Comprehension</i>
16	Saya mendiskusikan masalah-masalah yang saya hadapi ketika membaca dalam bahasa Inggris dengan orang lain, agar saya bisa lebih menguasai keterampilan <i>Reading</i>	Valid	10	Saya mendiskusikan masalah-masalah yang saya hadapi ketika membaca dalam bahasa Inggris dengan orang lain, agar saya bisa lebih menguasai keterampilan <i>Reading</i>
17	Untuk mengembangkan kemampuan membaca dalam bahasa Inggris, saya menggunakan catatan harian	Valid	11	Untuk mengembangkan kemampuan membaca dalam bahasa Inggris, saya menggunakan catatan harian
18	Untuk meningkatkan kemampuan saya dalam mata kuliah <i>Reading Comprehension</i> , saya meminta bantuan kepada orang yang memiliki kemampuan lebih tinggi dari saya	Valid	12	Untuk meningkatkan kemampuan saya dalam mata kuliah <i>Reading Comprehension</i> , saya meminta bantuan kepada orang yang memiliki kemampuan lebih tinggi dari saya
19	Saya tidak berusaha untuk menghilangkan rasa cemas dan gugup saat membaca dalam bahasa Inggris di depan kelas atau depan umum	Valid	13	Saya tidak berusaha untuk menghilangkan rasa cemas dan gugup saat membaca dalam bahasa Inggris di depan kelas atau depan umum
20	Saya merasa tidak mampu ketika membaca dalam bahasa Inggris di kelas	Valid	14	Saya merasa tidak mampu ketika membaca dalam bahasa Inggris di kelas
21	Saya mendengarkan musik yang berirama santai untuk membuat saya lebih tenang, sehingga saya bisa lebih lancar membaca dalam berbahasa Inggris	Valid	15	Saya mendengarkan musik yang berirama santai untuk membuat saya lebih tenang, sehingga saya bisa lebih lancar membaca dalam berbahasa Inggris
22	Saya tidak berusaha untuk memikirkan hal-hal yang bisa membantu saya untuk	Discarded		

	menghilangkan kecemasan saya dalam perkuliahan <i>Reading Comprehension</i>			
23	Saya mencari orang yang lebih baik kemampuannya dari saya untuk mengoreksi kemampuan membaca saya dalam berbahasa Inggris	Valid	16	Saya mencari orang yang lebih baik kemampuannya dari saya untuk mengoreksi kemampuan membaca saya dalam berbahasa Inggris
24	Saya berusaha untuk tetap tenang ketika membaca dalam bahasa Inggris	Valid	17	Saya berusaha untuk tetap tenang ketika membaca dalam bahasa Inggris
25	Untuk melaksanakan tugas atau latihan dalam mata kuliah <i>Reading Comprehension</i> , saya mendengarkan lagu-lagu kesukaan saya terlebih dahulu	Valid	18	Untuk melaksanakan tugas atau latihan dalam mata kuliah <i>Reading Comprehension</i> , saya mendengarkan lagu-lagu kesukaan saya terlebih dahulu
26	Saya tidak berupaya memberikan hadiah pada diri saya sendiri ketika telah berhasil membaca dalam bahasa Inggris	Valid	19	Saya tidak berupaya memberikan hadiah pada diri saya sendiri ketika telah berhasil membaca dalam bahasa Inggris
27	Saya berfikir bahwa saya tidak mampu dalam perkuliahan <i>Reading Comprehension</i>	Valid	20	Saya berfikir bahwa saya tidak mampu dalam perkuliahan <i>Reading Comprehension</i>
28	Saya mengabaikan keinginan saya untuk mengembangkan kemampuan dalam mata kuliah <i>Reading Comprehension</i>	Valid	21	Saya mengabaikan keinginan saya untuk mengembangkan kemampuan dalam mata kuliah <i>Reading Comprehension</i>
29	Jika saya membaca dalam bahasa Inggris di dekat orang yang lebih baik dari saya, saya berusaha untuk tidak cemas walaupun saya seringkali menggigil atau gemetaran sehingga membuat	Valid	22	Jika saya membaca dalam bahasa Inggris di dekat orang yang lebih baik dari saya, saya berusaha untuk tidak cemas walaupun saya seringkali menggigil atau gemetaran sehingga

	saya terkendala dalam membaca dalam bahasa Inggris			membuat saya terkendala dalam membaca dalam bahasa Inggris
30	Saya memecahkan masalah dalam <i>Reading</i> tanpa melibatkan orang lain	Discarded		
31	Saya dengan teman-teman sekelas bekerjasama dan berdiskusi serta praktek bahasa Inggris sehingga membuat saya lebih percaya diri untuk membaca dalam bahasa Inggris	Valid	23	Saya dengan teman-teman sekelas bekerjasama dan berdiskusi serta praktek bahasa Inggris sehingga membuat saya lebih percaya diri untuk membaca dalam bahasa Inggris
32	Saya memotivasi diri saya sendiri dengan mengatakan bahwa “saya adalah pembaca yang bagus” untuk menghilangkan rasa ragu dan cemas disaat akan tampil dalam pembacaan dalam bahasa Inggris	Valid	24	Saya memotivasi diri saya sendiri dengan mengatakan bahwa “saya adalah pembaca yang bagus” untuk menghilangkan rasa ragu dan cemas disaat akan tampil dalam pembacaan dalam bahasa Inggris
33	Bukanlah prioritas saya untuk menandai kesalahan saya saat membaca dalam bahasa Inggris	Valid	25	Bukanlah prioritas saya untuk menandai kesalahan saya saat membaca dalam bahasa Inggris
34	Saat perkuliahan <i>Reading Comprehension</i> , saya mengabaikan dukungan orang lain	Valid	26	Saat perkuliahan <i>Reading Comprehension</i> , saya mengabaikan dukungan orang lain
35	Saya tidak berusaha untuk mempraktekan bahasa Inggris saya dengan teman ataupun dengan dosen	Valid	27	Saya tidak berusaha untuk mempraktekan bahasa Inggris saya dengan teman ataupun dengan dosen
36	Dalam belajar <i>Reading</i> , saya menggunakan checklist setiap saat dengan mencatat kemajuan-kemajuan yang telah saya peroleh dan perubahan-perubahan sikap	Valid	28	Dalam belajar <i>Reading</i> , saya menggunakan checklist setiap saat dengan mencatat kemajuan-kemajuan yang telah saya peroleh dan

	dan tingkah laku yang terjadi dalam <i>Reading</i>			perubahan-perubahan sikap dan tingkah laku yang terjadi dalam <i>Reading</i>
37	Teman saya selalu bilang kalau saya bisa dalam membaca bahasa Inggris dengan baik	Valid	29	Teman saya selalu bilang kalau saya bisa dalam membaca bahasa Inggris dengan baik
38	Saya merasa mampu ketika membaca dalam bahasa Inggris di kelas	Valid	30	Saya merasa mampu ketika membaca dalam bahasa Inggris di kelas
39	Saya tidak mengabaikan kelemahan saya ketika membaca dalam bahasa Inggris	Discarded		
40	Menanyakan kesulitan ketika membaca dalam bahasa Inggris dengan teman atau dosen bukan prioritas saya	Discarded		
41	Ketika akan mulai membaca dan saya mulai merasa gelisah, saya menenangkan diri dengan berbagai cara seperti: memutar-mutar pena di tangan	Discarded		
42	Saya berupaya memberikan hadiah pada diri saya sendiri ketika telah berhasil membaca dalam bahasa Inggris	Valid	31	Saya berupaya memberikan hadiah pada diri saya sendiri ketika telah berhasil membaca dalam bahasa Inggris
43	Saya tidak melakukan apa-apa untuk menghilangkan gelisah saat akan mulai pelajaran <i>Reading</i>	Valid	32	Saya tidak melakukan apa-apa untuk menghilangkan gelisah saat akan mulai pelajaran <i>Reading</i>
44	Saya tidak memotivasi diri saya sendiri dengan mengatakan bahwa “saya adalah pembaca yang bagus” untuk menghilangkan rasa ragu dan cemas disaat akan	Valid	33	Saya tidak memotivasi diri saya sendiri dengan mengatakan bahwa “saya adalah pembaca yang bagus” untuk menghilangkan rasa ragu

	tampil dalam pembacaan dalam bahasa Inggris			dan cemas disaat akan tampil dalam pembacaan dalam bahasa Inggris
45	Untuk meningkatkan kemampuan membaca, saya akan membaca sesering mungkin	Valid	34	Untuk meningkatkan kemampuan membaca, saya akan membaca sesering mungkin
46	Saya tidak membaca buku-buku atau cerita lucu untuk menghilangkan kekhawatiran saya agar saya lebih nyaman dalam membaca bahasa Inggris	Valid	35	Saya tidak membaca buku-buku atau cerita lucu untuk menghilangkan kekhawatiran saya agar saya lebih nyaman dalam membaca bahasa Inggris
47	Dalam belajar <i>Reading</i> , saya tidak menggunakan checklist setiap saat dengan mencatat kemajuan-kemajuan yang telah saya peroleh dan perubahan-perubahan sikap dan tingkah laku yang terjadi dalam <i>Reading</i>	Discarded		
48	Saya tidak berusaha meningkatkan kemampuan membaca saya meski kemampuan saya rendah	Discarded		
49	Saya tidak berupaya untuk mempraktekkan membaca dalam bahasa Inggris walau masih banyak kesalahan	Valid	36	Saya tidak berupaya untuk mempraktekkan membaca dalam bahasa Inggris walau masih banyak kesalahan
50	Saya tidak bekerjasama dan berdiskusi serta praktek bahasa inggris dengan teman sekelas meskipun kemampuan membaca saya rendah	Discarded		

Appendix 11: Table of Specification of Questionnaire

Expert	Variabel	Sub-Variabel	Indicators	No Items		Total
				+	-	
Rebecca Oxford (1990)	Affective	4. Lowering Anxiety	Using progressive relation, Deep breathing or meditation	17,	32	
			Using music	15, 18	7, 34	
			Using laughter	5,	35	
		5. Encouraging Yourself	Making positive statement	24	33	
			Taking risk wisely	6,	36	
			Rewarding self	31	19	
		6. Taking Emotional Temperature	Listening to your body	9,	21	
			Using checklist	28	25	
			Writing a language diary	11,	3	
			Discussing your feeling with someone else	10, 23	16, 27	
		3. Motivating Own Self	Internal Motivation	8, 30	2, 14	
			External Motivation	29	26	
			4. Lowering Anxiety	Develop overall self confidence	22	13,
Think positively	1,	20				
Ask for help	12,	4,				
Total				18	18	36

Appendix 12: ANKET AFFECTIVE STRATEGIES

No	Pernyataan	Pilihan				
		SL	SR	KD	JR	TP
1	Agar bisa membaca dalam bahasa Inggris dengan benar, saya selalu berfikir positif. Saya bisa!					
2	Saya tidak memiliki tujuan apapun dalam bahasa Inggris					
3	Bukanlah prioritas saya menggunakan catatan harian dalam mengembangkan kemampuan <i>Reading</i>					
4	Saya tidak mencari orang yang lebih baik kemampuannya dari saya untuk mengoreksi kemampuan membaca saya dalam berbahasa Inggris					
5	Saya membaca buku-buku atau cerita lucu untuk menghilangkan kekhawatiran saya agar saya lebih nyaman dalam membaca bahasa Inggris					
6	Agar bisa menguasai membaca dalam bahasa Inggris, saya tidak peduli jika saya diejek oleh orang lain					
7	Untuk melaksanakan tugas atau latihan dalam mata kuliah <i>Reading Comprehension</i> , saya tidak mendengarkan lagu-lagu kesukaan saya terlebih dahulu					
8	Agar bisa percaya diri ketika membaca dalam bahasa Inggris, saya menanamkan dalam diri saya, bahwa jika orang lain bisa kenapa saya tidak					
9	Saya tidak mengabaikan keinginan saya untuk mengembangkan kemampuan dalam mata kuliah <i>Reading Comprehension</i>					

10	Saya mendiskusikan masalah-masalah yang saya hadapi ketika membaca dalam bahasa Inggris dengan orang lain, agar saya bisa lebih menguasai keterampilan <i>Reading</i>					
11	Untuk mengembangkan kemampuan membaca dalam bahasa Inggris, saya menggunakan catatan harian					
12	Untuk meningkatkan kemampuan saya dalam mata kuliah <i>Reading Comprehension</i> , saya meminta bantuan kepada orang yang memiliki kemampuan lebih tinggi dari saya					
13	Saya tidak berusaha untuk menghilangkan rasa cemas dan gugup saat membaca dalam bahasa Inggris di depan kelas atau depan umum					
14	Saya merasa tidak mampu ketika membaca dalam bahasa Inggris di kelas					
15	Saya mendengarkan musik yang berirama santai untuk membuat saya lebih tenang, sehingga saya bisa lebih lancar membaca dalam berbahasa Inggris					
16	Saya mendiskusikan masalah-masalah yang saya hadapi ketika membaca dalam bahasa Inggris dengan orang lain, agar saya bisa lebih menguasai keterampilan <i>Reading</i>					
17	Saya berusaha untuk tetap tenang ketika membaca dalam bahasa Inggris					
18	Untuk melaksanakan tugas atau latihan dalam mata kuliah <i>Reading Comprehension</i> , saya mendengarkan lagu-lagu kesukaan saya terlebih dahulu					
19	Saya tidak berupaya memberikan hadiah pada diri saya sendiri ketika telah berhasil membaca dalam bahasa Inggris					
20	Saya berfikir bahwa saya tidak mampu dalam perkuliahan <i>Reading Comprehension</i>					

21	Saya mengabaikan keinginan saya untuk mengembangkan kemampuan dalam mata kuliah <i>Reading Comprehension</i>					
22	Jika saya membaca dalam bahasa Inggris di dekat orang yang lebih baik dari saya, saya berusaha untuk tidak cemas walaupun saya seringkali menggigil atau gemetaran sehingga membuat saya terkendala dalam membaca dalam bahasa Inggris					
23	Saya dengan teman-teman sekelas bekerjasama dan berdiskusi serta praktek bahasa Inggris sehingga membuat saya lebih percaya diri untuk membaca dalam bahasa Inggris					
24	Saya memotivasi diri saya sendiri dengan mengatakan bahwa “saya adalah pembaca yang bagus” untuk menghilangkan rasa ragu dan cemas disaat akan tampil dalam pembacaan dalam bahasa Inggris					
25	Bukanlah prioritas saya untuk menandai kesalahan saya saat membaca dalam bahasa Inggris					
26	Saat perkuliahan <i>Reading Comprehension</i> , saya mengabaikan dukungan orang lain					
27	Saya tidak berusaha untuk mempraktekan bahasa Inggris saya dengan teman ataupun dengan dosen					
28	Dalam belajar <i>Reading</i> , saya menggunakan checklist setiap saat dengan mencatat kemajuan-kemajuan yang telah saya peroleh dan perubahan-perubahan sikap dan tingkah laku yang terjadi dalam <i>Reading</i>					
29	Teman saya selalu bilang kalau saya bisa dalam membaca bahasa Inggris dengan baik					
30	Saya merasa mampu ketika membaca dalam bahasa Inggris di kelas					

31	Saya berupaya memberikan hadiah pada diri saya sendiri ketika telah berhasil membaca dalam bahasa Inggris					
32	Saya tidak melakukan apa-apa untuk menghilangkan gelisah saat akan mulai pelajaran <i>Reading</i>					
33	Saya tidak memotivasi diri saya sendiri dengan mengatakan bahwa “saya adalah pembaca yang bagus” untuk menghilangkan rasa ragu dan cemas disaat akan tampil dalam pembacaan dalam bahasa Inggris					
34	Saya mendengarkan musik yang berirama santai untuk membuat saya lebih tenang, sehingga saya bisa lebih lancar membaca dalam berbahasa Inggris					
35	Saya tidak membaca buku-buku atau cerita lucu untuk menghilangkan kekhawatiran saya agar saya lebih nyaman dalam membaca bahasa Inggris					
36	Saya tidak berupaya untuk mempraktekkan membaca dalam bahasa Inggris walau masih banyak kesalahan					

Appendix 2: Attendance List for Questionnaire




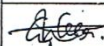







ATTANDANCE LIST FOR QUESTIONNAIRE

Title: "AFFECTIVE STRATEGIES USED BY STUDENTS IN READING COMPREHENSION (A Study of the Fifth Semester Students of English Department of STAIN Batusangkar Registered in 2015/2016 Academic Year)"

Hari :

Tanggal :

Lokal : A

NO	REG.NO	SIGNATURE
1	13 104 003	
2	13 104 005	
3	13 104 006	
4	13 104 007	
5	13 104 008	
6	13 104 009	
7	13 104 010	
8	13 104 016	
9	13 104 017	
10	13 104 019	
11	13 104 020	
12	13 104 021	
13	13 104 022	
14	13 104 024	
15	13 104 025	

16
17
18
19
20
21
22
23
24

13 104 027	<i>Wing</i>
13 104 028	<i>Hunter</i>
- 1 029	<i>GS Jan</i>
13 104 030	<i>Wing</i>
13 104 031	<i>Janaki</i>
13 104 032	<i>Wing</i>
3 104 036	<i>Wing</i>
13 104 039	<i>Wing</i>
3 104 040	


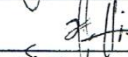


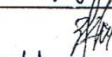


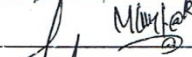



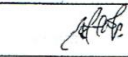
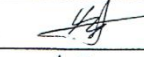

ATTANDANCE LIST FOR QUESTIONNAIRE

Title: "AFFECTIVE STRATEGIES USED BY STUDENTS IN READING COMPREHENSION (A Study of the Fifth Semester Students of English Department of STAIN Batusangkar Registered in 2015/2016 Academic Year)"

Hari : _____

Tanggal : _____

Lokal : B

NO	NAME	REG.NO	SIGNATURE
1		13104 042	
2		13 104 043	
3		13 104 044	
4		13 104 046	
5		13 104 047	
6		13 104 049	
7		13 104 048	
8		13104 050	 Mulya R.
9		13 104 051	
10		13 104 052	
11		13 104 055	
12		13 104 056	
13		13 104 060	
14		13 104 061	
15			
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17		13 104 064	

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13 104 065	<i>[Signature]</i>
13 104 066	<i>[Signature]</i>
13 104 067	<i>[Signature]</i>
13 104 068	<i>[Signature]</i>
104 069	<i>[Signature]</i>
3 104 070	<i>[Signature]</i>
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3104077	<i>[Signature]</i>
13 104 078	<i>[Signature]</i>
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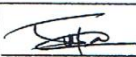




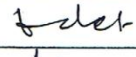


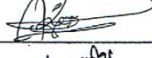



ATTANDANCE LIST FOR QUESTIONNAIRE

Title: "AFFECTIVE STRATEGIES USED BY STUDENTS IN READING COMPREHENSION (A Study of the Fifth Semester Students of English Department of STAIN Batusangkar Registered in 2015/2016 Academic Year)"

Hari :

Tanggal :

Lokal : C

NO	NAME	REG.NO	SIGNATURE
1		13 104 082	
2			
3		13 104 084	
4			
5		086	
6		3 104 087	
7		3 104 089	
8		3 104 090	
9		3 104 091	
10		-	-
11		3 104 094	
12		3 104 095	
13		13 104 098	
14		3104 101.	
15			
16			
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13 104 110	<i>[Signature]</i>
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13 104 113	<i>[Signature]</i>
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13 104 119	
13 104 120	<i>[Signature]</i>

Questionnaire

Nama : Silva mabel mia
Nim : 13104087

**INSTRUMEN PENELITIAN TENTANG *AFFECTIVE STRATEGIES*
YANG DIAPLIKASIKAN MAHASISWA PROGRAM STUDI TADRIS
BAHASA INGGRIS SEMESTER LIMA SEKOLAH TINGGI AGAMA
ISLAM (STAIN) BATUSANGKAR PADA UJIAN SEMESTER MATA
KULIAH *READING COMPREHENSION V***

A. Pengantar

Angket ini hanya digunakan untuk kepentingan ilmiah. Pernyataan-pernyataan di bawah ini berhubungan dengan *Affective strategies* pada Ujian Semester Mata Kuliah *Reading Comprehension V*, diaplikasikan oleh mahasiswa Program Studi Tadris Bahasa Inggris Semester Lima. Isilah angket ini apa adanya sesuai dengan yang Anda lakukan dan Anda rasakan. Jawaban yang diberikan akan dijamin kerahasiaannya. Atas bantuan dan kerjasamanya saya ucapkan terima kasih.

B. Petunjuk Pengisian

Nyatakan pilihan Anda berdasarkan apa yang Anda lakukan dan rasakan dengan menceklis (✓) salah satu dari pilihan jawaban berikut:

- SL untuk Selalu
- SR untuk Sering
- KD untuk Kadang-kadang
- JR untuk Jarang
- TP untuk Tidak pernah

C. Contoh Pengisian

No	Pernyataan	Jawaban				
		SL	SR	KD	JR	T P
1.	Saya bisa menilai kemampuan saya ketika mendengarkan <i>audio listening</i> dalam Ujian Tengah <i>Listening Comprehension I</i>		√			

Berdasarkan pernyataan di atas dapat disimpulkan bahwa saya *sering* menilai kemampuan saya ketika membaca dalam kelas Reading *Comprehension V*

ANGKET AFFECTIVE STRATEGIES

No	Pernyataan	Pilihan					
		SL	SR	KD	JR	TP	
1	Agar bisa membaca dalam bahasa Inggris dengan benar, saya selalu berfikir positif. Saya bisa!		✓				4
2	Saya tidak memiliki tujuan apapun dalam bahasa Inggris				✓		4
3	Bukanlah prioritas saya menggunakan catatan harian dalam mengembangkan kemampuan <i>Reading</i>		✓				2
4	Saya tidak mencari orang yang lebih baik kemampuannya dari saya untuk mengoreksi kemampuan membaca saya dalam berbahasa Inggris				✓		4
5	Saya membaca buku-buku atau cerita lucu untuk menghilangkan kekhawatiran saya agar saya lebih nyaman dalam membaca bahasa Inggris		✓				4
6	Agar bisa menguasai membaca dalam bahasa Inggris, saya tidak peduli jika saya diejek oleh orang lain			✓			3
7	Untuk melaksanakan tugas atau latihan dalam mata kuliah <i>Reading Comprehension</i> , saya tidak mendengarkan lagu-lagu kesukaan saya terlebih dahulu			✓			3
8	Agar bisa percaya diri ketika membaca dalam bahasa Inggris, saya menanamkan dalam diri saya, bahwa jika orang lain bisa kenapa saya tidak				✓		2
9	Saya tidak mengabaikan keinginan saya untuk mengembangkan kemampuan dalam mata kuliah <i>Reading Comprehension</i>		✓				4
10	Saya mendiskusikan masalah-masalah yang saya hadapi ketika membaca dalam bahasa Inggris dengan orang lain, agar saya bisa lebih menguasai keterampilan <i>Reading</i>				✓		2
11	Untuk mengembangkan kemampuan		✓				4

	membaca dalam bahasa Inggris, saya menggunakan catatan harian					
12	Untuk meningkatkan kemampuan saya dalam mata kuliah <i>Reading Comprehension</i> , saya meminta bantuan kepada orang yang memiliki kemampuan lebih tinggi dari saya		✓			4
13	Saya tidak berusaha untuk menghilangkan rasa cemas dan gugup saat membaca dalam bahasa Inggris di depan kelas atau depan umum				✓	2
14	Saya merasa tidak mampu ketika membaca dalam bahasa Inggris di kelas		✓			2
15	Saya mendengarkan musik yang berirama santai untuk membuat saya lebih tenang, sehingga saya bisa lebih lancar membaca dalam berbahasa Inggris				✓	2
16	Saya mendiskusikan masalah-masalah yang saya hadapi ketika membaca dalam bahasa Inggris dengan orang lain, agar saya bisa lebih menguasai keterampilan <i>Reading</i>		✓			4
17	Saya berusaha untuk tetap tenang ketika membaca dalam bahasa Inggris				✓	2
18	Untuk melaksanakan tugas atau latihan dalam mata kuliah <i>Reading Comprehension</i> , saya mendengarkan lagu-lagu kesukaan saya terlebih dahulu		✓			4
19	Saya tidak berupaya memberikan hadiah pada diri saya sendiri ketika telah berhasil membaca dalam bahasa Inggris				✓	4
20	Saya berfikir bahwa saya tidak mampu dalam perkuliahan <i>Reading Comprehension</i>		✓			2
21	Saya mengabaikan keinginan saya untuk mengembangkan kemampuan dalam mata kuliah <i>Reading Comprehension</i>				✓	4
22	Jika saya membaca dalam bahasa Inggris di dekat orang yang lebih baik dari saya, saya berusaha untuk tidak cemas walaupun saya seringkali menggigil atau gemetar sehingga		✓			4

	membuat saya terkendala dalam membaca dalam bahasa Inggris					
23	Saya dengan teman-teman sekelas bekerjasama dan berdiskusi serta praktek bahasa Inggris sehingga membuat saya lebih percaya diri untuk membaca dalam bahasa Inggris		✓			4
24	Saya memotivasi diri saya sendiri dengan mengatakan bahwa "saya adalah pembaca yang bagus" untuk menghilangkan rasa ragu dan cemas disaat akan tampil dalam pembacaan dalam bahasa Inggris				✓	2
25	Bukanlah prioritas saya untuk menandai kesalahan saya saat membaca dalam bahasa Inggris				✓	4
26	Saat perkuliahan <i>Reading Comprehension</i> , saya mengabaikan dukungan orang lain				✓	4
27	Saya tidak berusaha untuk mempraktekan bahasa Inggris saya dengan teman ataupun dengan dosen			✓		3
28	Dalam belajar <i>Reading</i> , saya menggunakan checklist setiap saat dengan mencatat kemajuan-kemajuan yang telah saya peroleh dan perubahan-perubahan sikap dan tingkah laku yang terjadi dalam <i>Reading</i>		✓			4
29	Teman saya selalu bilang kalau saya bisa dalam membaca bahasa Inggris dengan baik				✓	2
30	Saya merasa mampu ketika membaca dalam bahasa Inggris di kelas				✓	2
31	Saya berupaya memberikan hadiah pada diri saya sendiri ketika telah berhasil membaca dalam bahasa Inggris				✓	2
32	Saya tidak melakukan apa-apa untuk menghilangkan gelisah saat akan mulai pelajaran <i>Reading</i>				✓	4
33	Saya tidak memotivasi diri saya sendiri dengan mengatakan bahwa "saya adalah pembaca yang bagus" untuk menghilangkan		✓			2

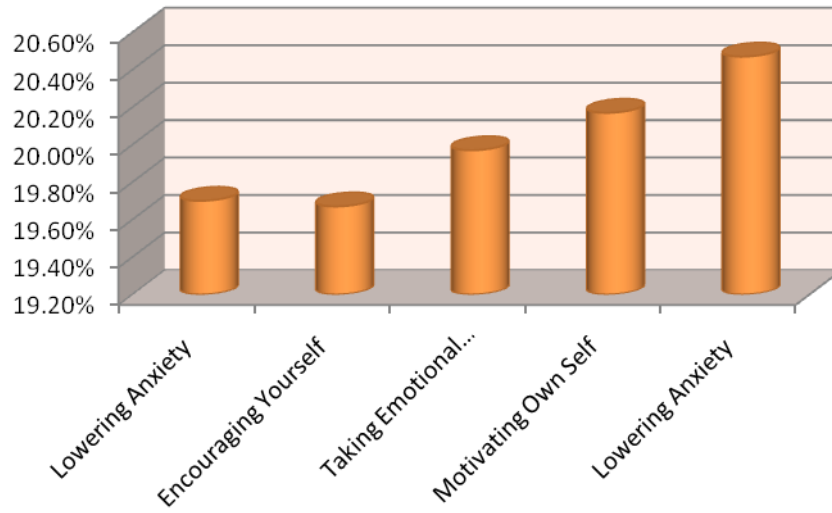
	rasa ragu dan cemas disaat akan tampil dalam pembacaan dalam bahasa Inggris					
34	Saya mendengarkan musik yang berirama santai untuk membuat saya lebih tenang, sehingga saya bisa lebih lancar membaca dalam berbahasa Inggris		✓			
35	Saya tidak membaca buku-buku atau cerita lucu untuk menghilangkan kekhawatiran saya agar saya lebih nyaman dalam membaca bahasa Inggris				✓	
36	Saya tidak berupaya untuk mempraktekkan membaca dalam bahasa Inggris walau masih banyak kesalahan		✓			

4

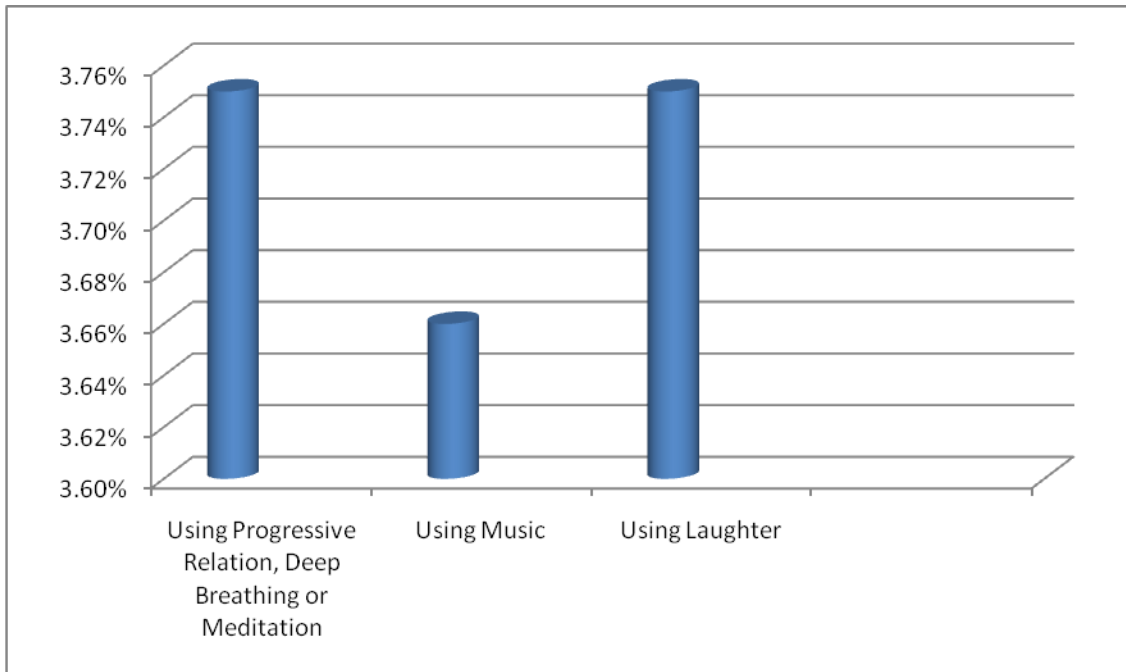
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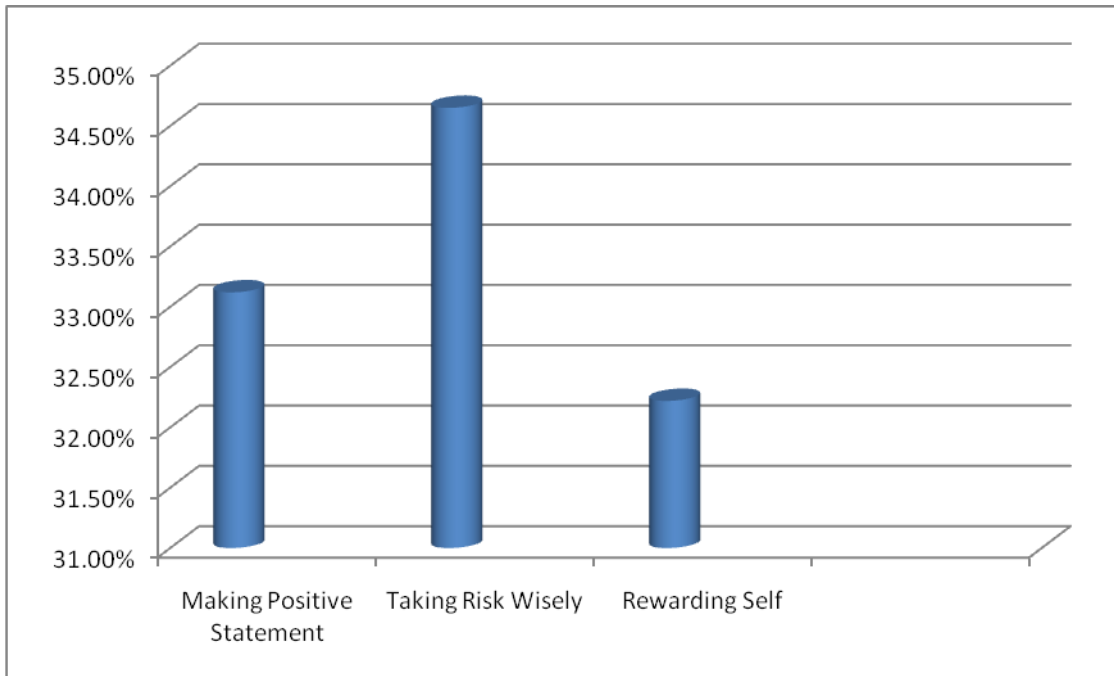
Appendix 14: Tabulation of General Profile of Affective Strategies in Reading



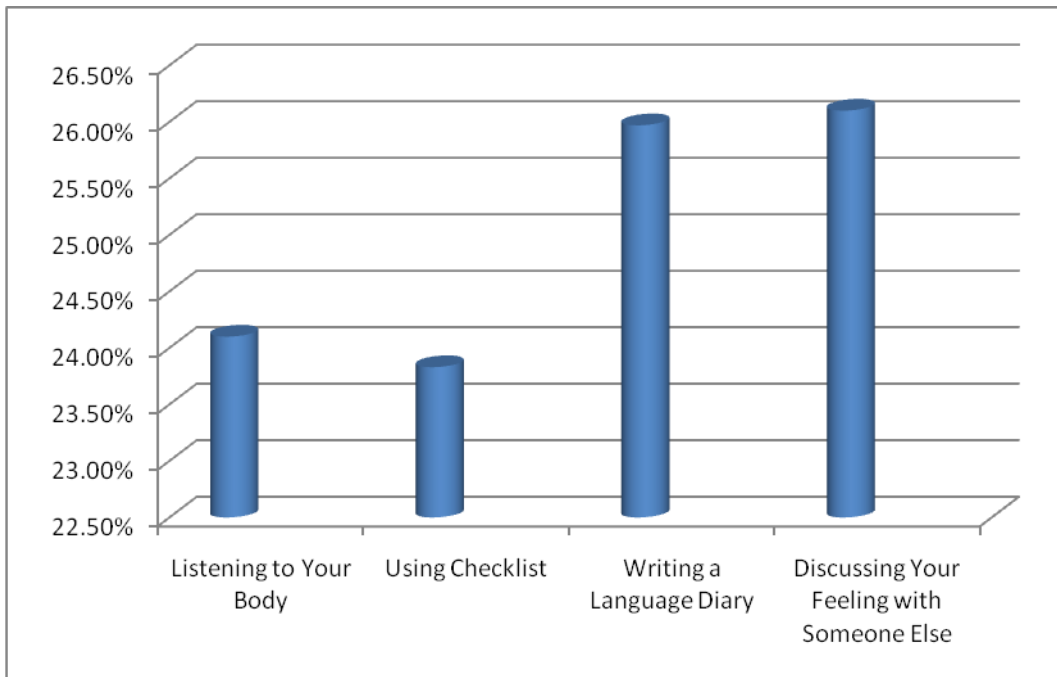
Appendix 15: Tabulation of Lowering Anxiety Phase Application in Reading



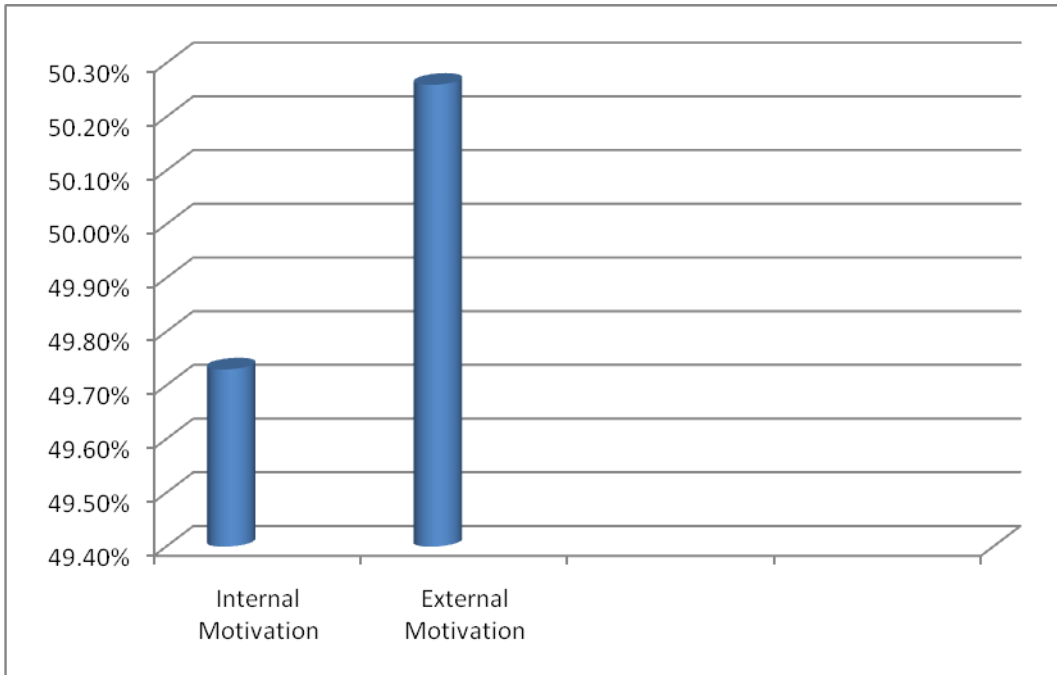
Appendix 16: Tabulation of Encouraging Yourself Phase Application in Reading



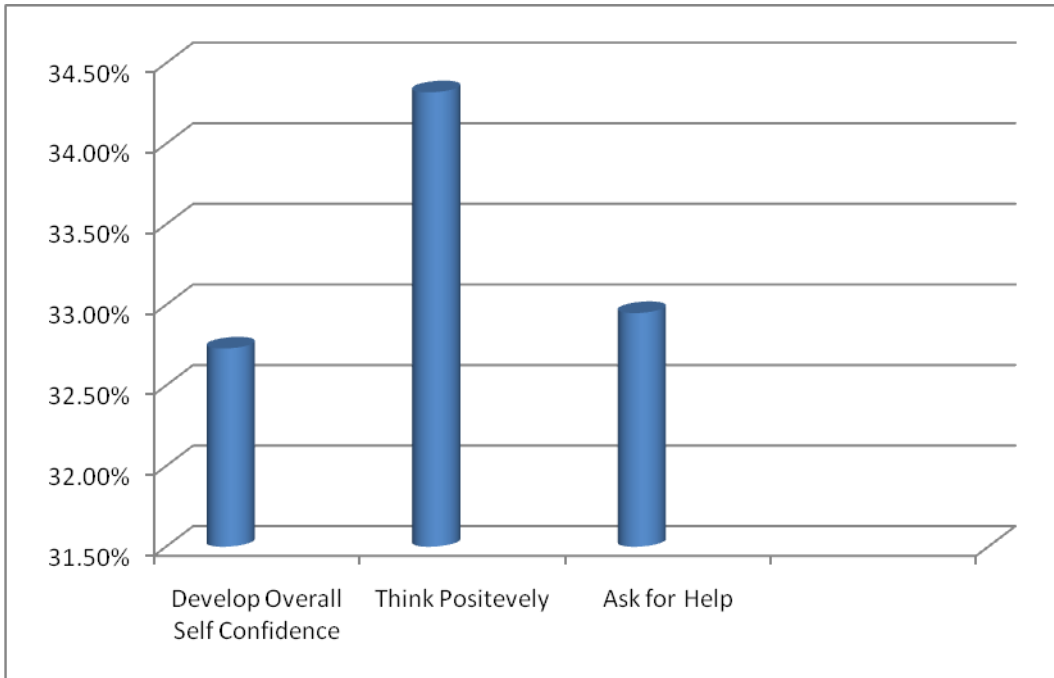
Appendix 17: Tabulation of Taking Emotional Temperature Phase Application in Reading



Appendix 18: Tabulation of Motivating Own Self Phase Application in Reading



Appendix 19: Tabulation of Lowering Anxiety Phase Application in Reading





Sekolah Tinggi Agama Islam Negeri Batusangkar
DAFTAR HADIR UJIAN DAN NILAI MAHASISWA

JURUSAN : Tarbiyah SEMESTER : V / Ganjil
MATA KULIAH : READING COMPREHENSION V KELAS : A
PRODI : PENDIDIKAN BAHASA INGGRIS TAHUN AKADEMIK : 2015/2016
RUANGAN : L3.6 HARI / TANGGAL :
DOSEN : NINA SUZANNE, M.PD. WAKTU :

NO	NAMA	NIM	TTD MAHASISWA	Tugas	UTS	UAS	NILAI AKHIR	
							ANGKA	HURUF
1		11104044		10	10	10	10,00	E
2		12104049		10	10	10	10,00	E
3		13104003		76	75	72	74,60	B
4		13104005		78	79	76	77,60	B+
5		13104006		82	83	75	80,10	A-
6		13104007		78	78	78	78,00	B+
7		13104008		77	78	80	78,10	B+
8		13104009		75	76	73	74,60	B
9		13104010		75	77	73	74,80	B
10		13104012		82	80	83	81,90	A-
11		13104013		79	80	83	80,40	A-
12		3104016		82	80	83	81,90	A-
13		3104017		79	78	78	78,50	B+
14		3104018		77	78	80	78,10	B+
15		3104019		80	78	76	78,40	B+
16		3104020		79	79	80	79,30	B+
17		3104021		73	76	75	74,20	B
18		3104022		82	81	77	80,30	A-
19		104024		77	78	80	78,10	B+
20		104025		10	10	10	10,00	E
21		104026		78	76	72	75,80	B+
22		104027		73	78	75	74,60	B
23		04028		85	80	84	83,70	A-
24		04029		76	77	75	75,90	B+
25		04030		75	76	72	74,30	B
26		04032		77	76	77	76,80	B+
27		04033		83	80	75	80,00	A-
28		04036		83	80	75	80,00	A-
29		04039		85	81	85	84,20	A-
30		04040		80	79	82	80,40	A-



NILAI A = 85 s.d 100
A- = 80 s.d 85
B+ = 75 s.d 80
B = 70 s.d 75
B- = 65 s.d 70
C+ = 60 s.d 65
C = 55 s.d 60
D = 45 s.d 55
E = 0 s.d 45

Mengetahui,
Ka. Prodi

YULNETRI, SS., M. PD.

Nip.19731022 200312 2 003

Batusangkar,
Dosen,

NINA SUZANNE, M.PD.

NIP : 19790915 200604 2 006



Sekolah Tinggi Agama Islam Negeri Batusangkar
DAFTAR HADIR UJIAN DAN NILAI MAHASISWA

JURUSAN : Tarbiyah SEMESTER : V / Ganjil
MATA KULIAH : READING COMPREHENSION V KELAS : B
PRODI : PENDIDIKAN BAHASA INGGRIS TAHUN AKADEMIK : 2015/2016
RUANGAN : GM.2 HARI / TANGGAL :
DOSEN : NINA SUZANNE, M.PD. WAKTU :

NO	NAMA	NIM	TTD MAHASISWA	Tugas	UTS	UAS	NILAI AKHIR	
							ANGKA	HURUF
1		12104035		83	75	80	80,50	A-
2		13104041		76	74	30	61,80	C+
3		13104042		81	81	80	80,70	A-
4		13104043		82	77	85	81,90	A-
5		13104044		85	85	87	85,60	A
6		13104045		82	81	83	82,10	A-
7		13104046		78	75	80	78,00	B+
8		13104047		77	75	82	78,10	B+
9		13104048		76	72	77	75,50	B+
10		13104049		77	78	81	78,40	B+
11		13104050		78	73	82	78,20	B+
12		13104051		86	84	88	86,20	A
13		13104052		74	71	78	74,60	B
14		13104055		87	80	87	85,60	A
15		13104056		82	74	82	80,40	A-
16		13104057		74	75	76	74,80	B
17		13104058		77	77	78	77,30	B+
18		13104060		78	78	76	77,40	B+
19		13104061		77	30	80	66,50	B-
20		13104062		76	72	80	76,40	B+
21		13104063		80	73	80	78,60	B+
22		13104064		83	79	80	81,30	A-
23		13104065		77	80	82	79,10	B+
24		13104066		78	75	80	78,00	B+
25		13104067		81	80	84	81,70	A-
26		13104068		78	77	81	78,70	B+
27		13104069		78	71	78	76,60	B+
28		13104070		82	76	80	80,20	A-
29		13104071		77	75	80	77,50	B+
30		13104072		82	75	81	80,30	A-



NO	NIM	TTD MAHASISWA	Tugas	UTS	UAS	NILAI AKHIR	
						ANGKA	HURUF
31	13104074		84	78	80	81,60	A-
32	13104075		76	75	78	76,40	B+
33	13104076		80	80	82	80,80	A-
34	13104077		77	80	82	79,10	B+
35	13104078		75	75	80	76,50	B+
36	13104079		79	76	85	80,20	A-

NILAI
A = 85 s.d 100
A- = 80 s.d 85
B+ = 75 s.d 80
B = 70 s.d 75
B- = 65 s.d 70
C+ = 60 s.d 65
C = 55 s.d 60
D = 45 s.d 55
E = 0 s.d 45

Mengetahui,
Ka. Prodi

YULNETRI, SS., M. PD.
Nip.19731022 200312 2 003

Batusangkar,
Dosen,

NINA SUZANNE, M.PD.
NIP : 19790915 200604 2 006





Sekolah Tinggi Agama Islam Negeri Batusangkar
DAFTAR HADIR UJIAN DAN NILAI MAHASISWA

JURUSAN : Tarbiyah SEMESTER : V / Ganjil
MATA KULIAH : READING COMPREHENSION V KELAS : C
PRODI : PENDIDIKAN BAHASA INGGRIS TAHUN AKADEMIK : 2015/2016
RUANGAN : GM.2 HARI / TANGGAL :
DOSEN : NINA SUZANNE, M.PD. WAKTU :

NO	NAMA	NIM	TTD MAHASISWA	Tugas	UTS	UAS	NILAI AKHIR	
							ANGKA	HURUF
1		104048		75	70	75	74,00	B
2		104070		82	76	80	80,20	A-
3		104081		78	72	78	76,80	B+
4		104082		76	78	82	78,20	B+
5		104083		80	75	80	79,00	B+
6		104084		78	78	80	78,60	B+
7		104085		79	77	80	78,90	B+
8		104086		78	74	80	77,80	B+
9		104087		86	85	85	85,50	A
10		104089		81	76	82	80,30	A-
11		104090		82	77	80	80,40	A-
12		104091		76	78	83	78,50	B+
13		104092		76	72	81	76,70	B+
14		104093		10	10	10	10,00	E
15		104094		77	77	82	78,50	B+
16		104095		83	79	85	82,80	A-
17		104096		10	10	10	10,00	E
18		104097		82	80	82	81,60	A-
19		104098		78	82	80	79,40	B+
20		104099		80	78	80	79,60	B+
21		104101		77	74	78	76,70	B+
22		104102		73	72	78	74,30	B
23		104103		77	76	80	77,70	B+
24		104104		78	75	80	78,00	B+
25		104105		10	10	10	10,00	E
26		104106		77	73	81	77,40	B+
27		104107		86	84	86	85,60	A
28		104109		78	82	81	79,70	B+
29		104110		77	71	80	76,70	B+
30		104111		82	77	81	80,70	A-



No	NAMA	NIM	TTD MAHASISWA	Tugas	UTS	UAS	NILAI AKHIR	
							ANGKA	HURUF
31		13104112		87	83	85	85,60	A
32		13104113		86	84	85	85,30	A
33		13104115		81	77	82	80,50	A-
34		13104116		75	72	76	74,70	B
35		13104117		85	85	86	85,30	A
36		13104118		79	76	80	78,70	B+
37		13104119		88	86	84	86,40	A
38		13104120		83	84	83	83,20	A-

NILAI

A = 85 s.d 100
A- = 80 s.d 85
B+ = 75 s.d 80
B = 70 s.d 75
B- = 65 s.d 70
C+ = 60 s.d 65
C = 55 s.d 60
D = 45 s.d 55
E = 0 s.d 45

Mengetahui,
Ka. Prodi

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Batusangkar,
Dosen,

NINA SUZANNE, M.PD.

NIP : 19790915 200604 2 006





SEKOLAH TINGGI AGAMA ISLAM NEGERI BATUSANGKAR

PUSAT PENELITIAN DAN PENGABDIAN PADA MASYARAKAT

Jl. Sudirman No.137 Kuburajo Lima Kaum Batusangkar 27213, Telp. (0752) 71150, Ext 135, Fax. (0752) 71879
http://www.stainbatusangkar.ac.id e-mail: p3m.stainbatusangkar@gmail.com

SURAT IZIN PENELITIAN


Nomor : Sti.02/IX/TL.00/202-3/2016

Berdasarkan surat Saudara/i Nomor Surat: Istimewa pada 03 Februari 2016 perihal Mohon Izin Penelitian. Setelah di pelajari, maka Pusat Penelitian dan Pengabdian Pada Masyarakat (P3M) STAIN Batusangkar menyatakan tidak keberatan atas Penelitian dimaksud sehingga dapat memberikan Surat Keterangan/Rekomendasi Penelitian kepada:

Nama / NIM : Randi Fadly / 10104084
Tempat, Tanggal Lahir : Batusangkar, 13 September 1991
No. KTP : 1304041309910003
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris
Alamat : Jorong Kp. Baru Nagari Baringin Kecamatan Lima Kaum Kabupaten Tanah Datar
Judul : *Affective Strategies Used by Students in Reading Comprehension (A Study of the Fifth Semester of English Department Students STAIN Batusangkar in 2015/2016 Academic Year)*
Lokasi Penelitian : STAIN Batusangkar
Waktu Penelitian : 04 Februari s.d 04 April 2016
Dosen Pembimbing 1 : Dr. Sirajul Munir, M.Pd.
Dosen Pembimbing 2 : Deni Asrida, M.Pd.

Dengan ketentuan sebagai berikut :

1. Kegiatan penelitian tidak boleh menyimpang dari maksud dan objek seperti tersebut di atas.
2. Memberitahukan kedatangan serta maksud penelitian yang akan dilaksanakan dengan menunjukkan Surat Keterangan/Rekomendasi Penelitian ini kepada Ketua Jurusan, Ketua Program Studi atau Kepala Unit yang terkait
3. Mematuhi dan menghormati semua peraturan yang berlaku di STAIN Batusangkar.
4. Bila terjadi penyimpangan/pelanggaran terhadap ketentuan-ketentuan tersebut di atas, maka Surat Keterangan/Rekomendasi Penelitian ini akan **DICABUT** kembali
5. Surat Keterangan/Rekomendasi Penelitian ini berlaku dari tanggal: 04 Februari s.d 04 April 2016
6. Melaporkan Hasil Penelitian kepada Ketua STAIN Batusangkar Cq. Kepala P3M.

Batusangkar, 03 Februari 2016

LISA ANANDA, SH., M.Hum.
NIP. 1963031999031004

Tembusan disampaikan kepada Yth.

1. Ketua STAIN Batusangkar (Sebagai Laporan)
2. Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (Sebagai Laporan)
3. Ketua Jurusan Tarbiyah STAIN Batusangkar.
4. Ketua Program Studi Tadris Bahasa Inggris STAIN Batusangkar.
5. Pertinggal