

**THE PROFILE OF EFFECTIVE READERS AND
THEIR LEARNING ACHIEVEMENT
(A Case Study at English Education Department of FKIP UNS
Surakarta 2013/2014)**



by:
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A THESIS

**It is written to fulfill one of the requirements
of the completion of graduate degree of English Education**

**ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
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PRONOUNCEMENT

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Stated whole-heartedly that this thesis entitled **“THE PROFILE OF EFFECTIVE READERS AND THEIR LEARNING ACHIEVEMENT: A Case Study at English Education Department of FKIP UNS Surakarta 2013/2014”** is really my own work. Everything related to others’ works is written in quotations, the sources of which are listed in the bibliography. If this thesis is proven to be a product of plagiarism, the researcher is ready to receive any academic punishment.

Surakarta, 5th January 2015

The researcher



Riana Oktavia

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**Submitted to the Teacher Training and Education Faculty of Sebelas Maret
University to Fulfill One of The Requirements for Achieving Undergraduate
Degree of Education in English**

**ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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APPROVAL OF THE CONSULTANTS

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APPROVAL OF THE EXAMINERS

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ABSTRACT

Riana Oktavia, 2015. **THE PROFILE OF EFFECTIVE READERS AND THEIR LEARNING ACHIEVEMENT (A case study at English Education Department of FKIP UNS Surakarta 2013/2014).**

This research aims at investigating: (1) the characteristics of effective readers in reading course books at English Education Department of FKIP UNS Surakarta 2013 / 2014 and (2) their learning achievement.

This case study employed purposive sampling that data were collected through observation conducted to 6th semester students, interview, and documents analysis. It is analyzed using interactive model involving data reduction, data display, and drawing conclusion. The sources of the data are events, informants, and documents. The conclusions are drawn as follows: (1) the characteristics of effective readers in reading course books at English education department of FKIP UNS are: (a) the effective readers have high motivation in reading; (b) they have good habit in reading which is influenced by their environments (family, friends, lecturer, social groups, or school environment); (c) they plan the schedule to read and try to create a good mood to make a good reading; (d) they decide their reading preferences (the choice of texts or passages that they read); (e) they have their reading strategies as follow: text books marking, making notes, solve the reading problems with friends or lecturers, re-read when face vocabulary difficulties, focus in information that they seek, try to understand the whole context if they do not know the meaning word by word and do not have proCHAPTERility to open the dictionary, reading multiple sources to develop their reading understanding. (2) Learning achievement of effective readers is good. By reading, it is giving positive effects to the students' learning achievement that (a) the effective readers actively ask or answer the lecturers' questions during learning process, (b) they can response what are the lecturers' explanation and friends' arguments well, (c) they participate well (giving opinion, giving suggestion) during the discussion process with lecturers and friends.

Keywords: *effective readers, learning achievement.*

ABSTRAK

Riana Oktavia, 2015. **PROFIL PEMBACA EFEKTIF DAN PRESTASI BELAJAR MEREKA** (Studi Kasus di Pendidikan Bahasa Inggris, FKIP UNS Surakarta 2013/2014).

Penelitian ini bertujuan untuk menyelidiki: (1) karakteristik pembaca yang efektif dalam membaca buku-buku mata kuliah di Pendidikan Bahasa Inggris FKIP UNS Surakarta 2013/2014 dan (2) prestasi belajar mereka.

Penelitian studi kasus ini menggunakan purposive sampling bahwa data dikumpulkan melalui observasi yang dilakukan pada mahasiswa semester 6, wawancara, dan analisis dokumen-dokumen. Hal ini dianalisis menggunakan model interaktif yang melibatkan reduksi data, pembahasan data, dan penarikan kesimpulan. Sumber data adalah peristiwa, informan, dan dokumen-dokumen. Kesimpulannya sebagai berikut: (1) karakteristik pembaca yang efektif dalam membaca buku-buku mata kuliah di Pendidikan Bahasa Inggris FKIP UNS ditemukan bahwa: (a) pembaca yang efektif memiliki motivasi yang baik dalam membaca; (b) mereka memiliki kebiasaan yang baik dalam membaca yang dipengaruhi oleh lingkungan mereka (keluarga, teman, dosen, kelompok sosial, atau lingkungan sekolah); (c) mereka merencanakan jadwal untuk membaca dan mencoba untuk menciptakan suasana hati yang baik untuk membuat pemahaman yang tepat; (d) mereka menentukan apa yang akan mereka baca (pilihan teks atau bacaan yang mereka baca); (e) mereka memiliki strategi membaca sebagai berikut: memberi tanda pada bagian buku yang penting, membuat catatan, memecahkan masalah membaca dengan teman atau dosen, membaca ulang ketika menghadapi kesulitan kosakata, fokus dalam informasi yang mereka cari, mencoba untuk memahami seluruh konteks jika mereka tidak tahu arti kata demi kata dan tidak memiliki peluang untuk membuka kamus, membaca berbagai sumber untuk mengembangkan pemahaman membaca. (2) Prestasi belajar pembaca yang efektif tersebut memuaskan. Prestasi yang baik itu memberikan efek positif terhadap prestasi belajar siswa yang (a) pembaca yang efektif aktif bertanya atau menjawab dosen pertanyaan selama proses pembelajaran, (b) mereka dapat respon apa 'penjelasan dan teman-teman' dosen argumen dengan baik, (c) mereka berpartisipasi dengan baik (memberikan pendapat, memberikan saran) selama proses diskusi dengan dosen dan teman-teman.

Keywords: pembaca efektif, *learning achievement*

MOTTO

“You are never too old to set another goal or to dream a new dream...”

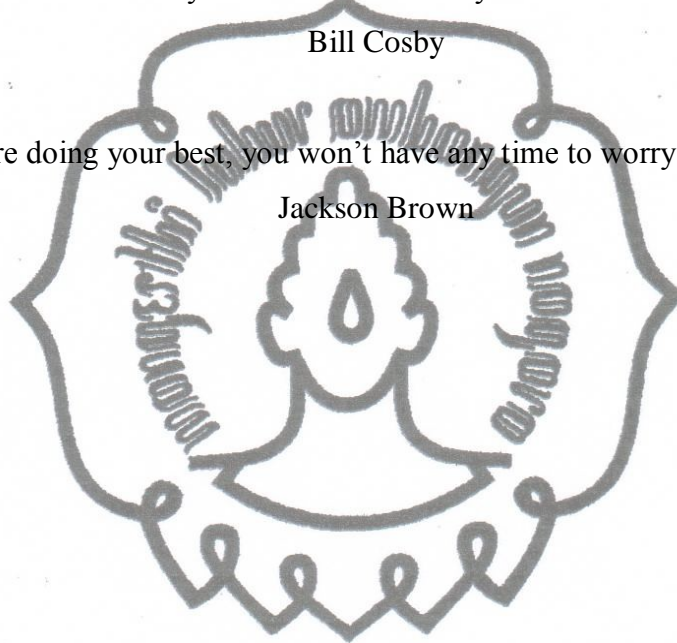
C. S. Lewis

“Decide that you want it more than you are afraid of it.”

Bill Cosby

“If you’re doing your best, you won’t have any time to worry about failure”

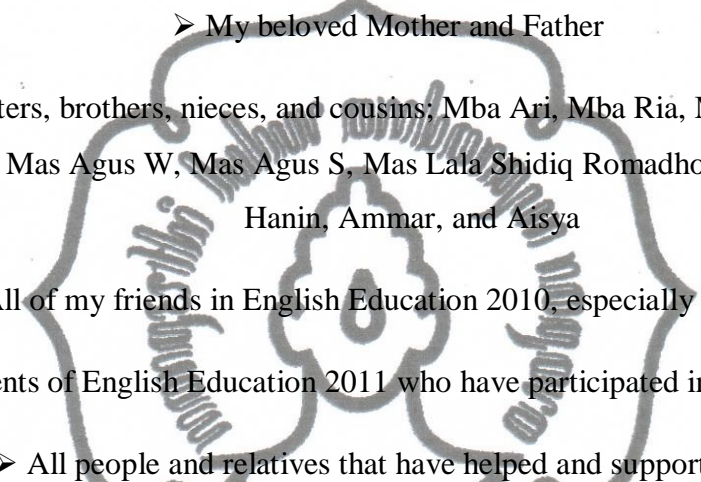
Jackson Brown



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DEDICATION

Alhamdulillahirabbil'alamin, this thesis is dedicated to:

- 
- My beloved Mother and Father
 - My sisters, brothers, nieces, and cousins, Mba Ari, Mba Ria, Mba Nana, Mas Pario, Mas Agus W, Mas Agus S, Mas Lala Shidiq Romadhoni, Sasa, Daffa, Hanin, Ammar, and Aisya
 - All of my friends in English Education 2010, especially Class SBI
 - Students of English Education 2011 who have participated in this research
 - All people and relatives that have helped and supported me

“Thank you so much!”

ACKNOWLEDGEMENT

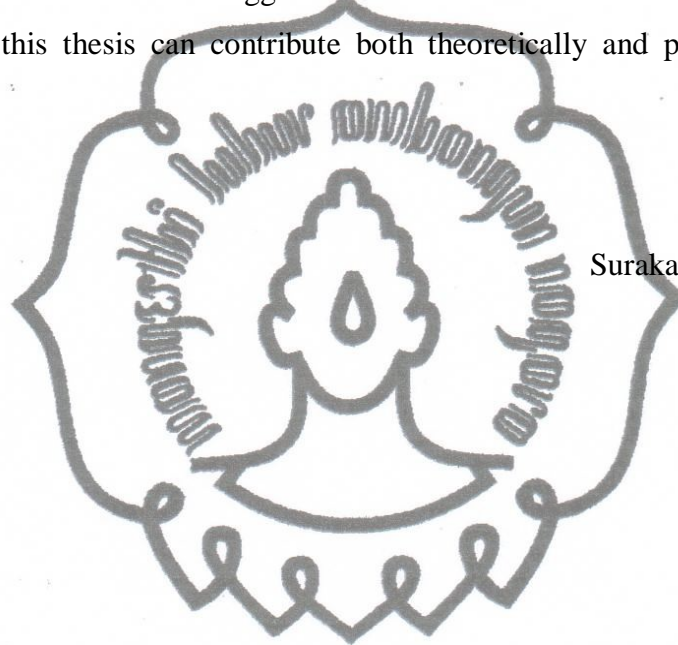
Praise be to Allah SWT who has given His blessing to the researcher so that she can complete the writing of this thesis as a partial requirement for achieving the undergraduate degree of education in English Teacher Training and Education Faculty of Sebelas Maret University.

The researcher is also fully aware that her thesis can never be finished without the help of others during the process of writing. Therefore, in this occasion she would like to express her deepest gratitude and appreciation to the following:

1. The Dean of Teacher Training and Education Faculty of Sebelas Maret University who had approved this thesis.
2. The Head of the Art and Language Education who has approved this thesis.
3. The Head of English Department of Teacher Training and Education Faculty for the permission to carry out the research.
4. Prof. Dr. Joko Nurkamto, M.Pd. as the first consultant, for his valuable guidance, advice, suggestion, encouragement and patience during the writing process of this thesis.
5. Kristiandi, S.S., MA. as the second consultant, for his valuable guidance, advice, suggestion, encouragement and patience during the writing process of this thesis.
6. The Lectures at English Education of Teacher Training and Education Faculty, Sebelas Maret University Surakarta for facilitating the researcher in collecting the data.
7. The sixth grade students of English Education 2013/2014 of Teacher Training and Education Faculty, Sebelas Maret University Surakarta who have participated well during the research.
8. Her beloved family for their supports, caring, prayer, and helps.

9. Her friends in English Department of year 2010, especially class SBI for their support, caring, and prayer.
10. Everyone who has helped the researcher so that she can complete the writing of this thesis.

The researcher realizes that this thesis is still far from being perfect. She accepts any comment and suggestion from those who concern on this thesis. Hopefully, this thesis can contribute both theoretically and practically for the readers.



Surakarta, January 2015

Researcher
Riana Oktavia

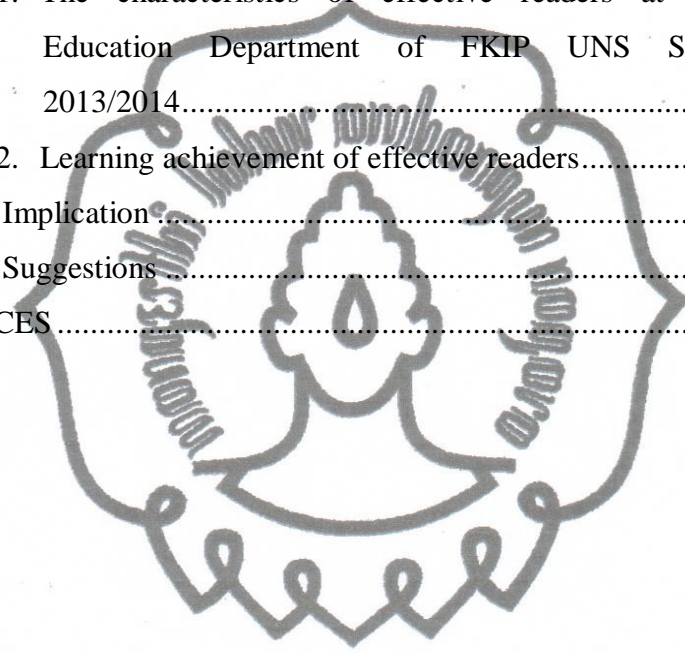
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