

TITIK BAWAH KEMUKAAN KELUAR

**A DESCRIPTIVE STUDY IN INTERPRETATION READING
COMPREHENSION OF THE SECOND YEAR STUDENTS OF MAKN
(MADRASAH ALIYAH KHUSUS NEGERI) 1 JEMBER
IN 1999/2000 ACADEMIC YEAR**

THESIS

MILIK PERPUSTAKAAN
UNIVERSITAS JEMBER



Presented as one of the requirements to Obtain
the degree of S-1 at the English Program of
Language and Art Department
Faculty of Teacher Training and Education of
Jember University

By

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DEDICATION

THIS THESIS IS HONORABLY DEDICATED TO :

1. My beloved father Achmad, You have done everything for my future, and my beloved mother Rumelah, your silent prays encourage my struggles.
2. My elder sisters, Yati, Giarti, Tatik, Wati, your sacrifices allow me to get what I want and my younger brother Wibowo, thanks for your motivation..
3. My dearest husband Budi santoso,S.Sos, thanks for giving me a chearful life.
4. My cute son Fadlilah Nur Hamsah, You must get what your mam get now.
5. My almamater, The Faculty of Teacher Training and Education, Jember University.

APPROVAL

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IN 1999/2000 ACADEMIC YEAR


THESIS

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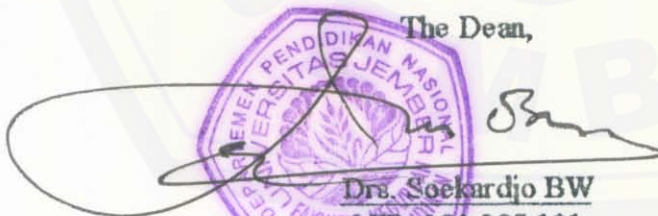

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May Good bless them for what they have done. Amin.

Finally, the writer expects that this thesis will be useful not only for herself but also for the readers.

Jember, March 2000

Enik Rukiati

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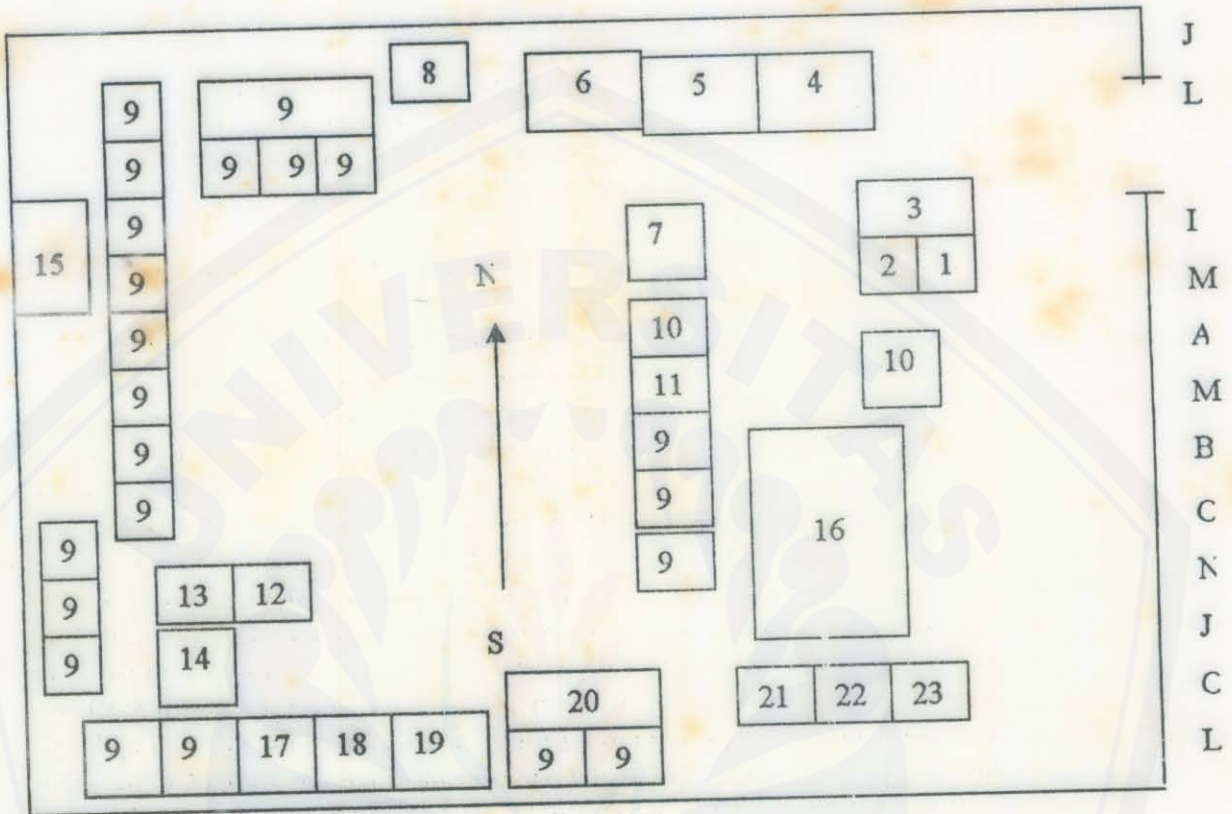
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THE MAP OF MAN I JEMBER



Notes:

- | | | |
|-----------------------------|-----------------------------------|---------------------|
| 1. Principal Room | 9. Teaching Learning Process Room | 17. OSIS Room |
| 2. Treasure Room | 10. Toilet | 18. PMR Room |
| 3. Administrator Room | 11. Library | 19. Art Room |
| 4. Vice Principal Room | 12. 5-K Room | 20. Mosque |
| 5. Computer Room | 13. Cooperation Room | 21. Counseling Room |
| 6. Teachers Room | 14. Sewing Room | 22. Electro Room |
| 7. Phycis Laboratory Room | 15. Gardener Room | 23. Automotive |
| Room | | |
| 8. Language Laboratory Room | 16. Hall | |

Source: School Document

ABSTRACT

Enik Rukiati, March 2000, A Descriptive Study in Interpretation Reading Comprehension of the Second Year students of MAKN (Madrasah Aliyah Khusus Negeri) I Jember in 1999/2000 Academic Year

Thesis, English Program, Language and Art Department, Faculty of Teacher Training and Education, Jember University

Consultants: (1) Drs. Paulus waluyo
(2) Eka wahjuningsih, S.Pd

Key Words : Interpretation Reading Comprehension

This research was intended to describe the students' ability in Interpretation Reading Comprehension. The problem is "How is the students' ability in Interpretation Reading Comprehension of the second year students of MAKN (Madrasah Aliyah Khusus Negeri) I Jember in 1999/2000 Academic Year ?". The Interpretation Reading Comprehension was limited to inferring unstated main idea, inferring unstated cause and effect, inferring pronouns, detecting the author's purpose, and drawing conclusion. The research conducted at MAKN (Madrasah Aliyah Khusus Negeri) I Jember and took all the second year students as the population of the research. The primary data were collected by using reading test and analyzed by using quantitative statistical method. The result showed that the students' ability in inferring unstated main idea was 68,18 % or more than enough, inferring unstated cause and effect was 56,82 % or enough, inferring pronouns was 44,84 % or very poor, detecting the author's purpose was 53,78 % or poor and drawing conclusion was 55,55 % or poor. On the average, the students' ability in Interpretation reading comprehension was 5,30 % or poor. Based on classification of score level the students who got excellent was 0 %, good was 0%, more than enough was 0 %, enough was 33,33%, poor was 13,63 %, very poor was 3 % while for bad and very bad have the same categories that was 0 %.

CHAPTER I INTRODUCTION

1.1 Research Background ?

Reading is one of the tools which is very important in our life because it can be used to get the information we need within this globalization era. We must read as much as we can so that we are not left behind by the development happens in our surrounding. Hence, we can say that since reading is an essential tool to get information of science and technology which is mostly printed in English, ones have to be able to comprehend the reading text in order to get the information.

As one of the language skills, reading becomes the central subject taught in most of Indonesian school and it is important in nearly most of them. Kustaryo (1998:1) says that reading is one of the most important things in learning language besides listening, speaking, and writing, so the government considers English to be included in the curriculum.

Though English has been taught since the students are in the junior high school, students still find difficulties in reading. Otto et al (1979:147) says that many students can read the words in passage perfectly, but unable to answer questions that call for making inference or for identifying the main idea. This condition also happens to the students in Indonesia. In line with this idea, Sartoyo (1972) in Antoni and Richard (Ed) (1974:61) makes conclusion based on the UNESCO team states that the ability of Indonesian students in comprehending the passage is very low. From these ideas it can be concluded that reading to understand still becomes problem for most students.

Smith in Otto (1979:152) divides reading comprehension into four categories namely: 1). Literal comprehension which deals with getting the direct meaning of what is explicitly stated. It is generally accepted as the simplest comprehension 2). Interpretation comprehension which involves thinking skills and requires the readers to identify ideas and meanings that are not explicitly stated in the passage. In this level the readers may make generalizations, determine cause and effect, identify motives, find relationships, predict endings and make



comparisons. 3). Critical reading which denotes to evaluate what is read. This level includes both literal comprehension and interpretation, but also goes beyond these two levels of comprehension. 4). Creative reading which refers to applying ideas and reading to the new situation. In this level, the readers go beyond what the author has written, apply ideas from the text to new situations and recombine the author's idea with the other ideas to form new concepts or to expand the old ones. The reader also creates something new, namely an idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text. In addition, Alexander (1988:1610) says that the word level refers to the attitude and reaction to what is read. Furthermore, he says that for literal comprehension, the reader needs to understand exactly what is stated to receive the author's literal message. In this way, the reader is a passive reader. Meanwhile, for higher level of comprehension; Interpretation, critical and creative reading, the reader is involved in the interchange of ideas with the author. The reader is reading actively.

For these ideas, Usa Meilini (1994) has conducted a research on literal reading comprehension of the first year students of MAN I in the 1997/1998 academic year with the bad result. Now the researcher intends to conduct a research on interpretation reading comprehension in which the title is " A Descriptive Study on the Interpretation Reading Comprehension of the Second Year Students of MAKN (Madrasah Aliyah Khusus Negeri) I Jember in 1999/2000 Academic Year."

1.2 Research Problem

Based on the background above, the problems of this research are formulated and classified in the forms of general and specific problems. They are as follows:

a). Main Problem

"How is the students' ability in interpretation reading comprehension of the second year students of MAKN (Madrasah Aliyah Khusus Negeri) I Jember in 1999/2000 academic year ?"

b). Specific Problems:

- How is the students' ability in inferring unstated main idea ?
- How is the students' ability in inferring unstated cause and effect?
- How is the students' ability in inferring pronouns?
- How is the students' ability in detecting the author's purpose in writing?
- How is the students' ability in drawing conclusion ?

1.3 Operational Definition of the Variables

In order to avoid misunderstanding of the terms used in this research, the following is the clarification of the operational definition :

1.3.1 Interpretation Reading Comprehension means a kind of reading which requires the readers to identify implicit ideas and meaning in the written text. It also puts greater demands on the reader to supply images, ideas and reaction to make inference.

1.4 Research Objectives

In accordance with the problem statement, the objectives of the research are:

a) The main objective :

To know and describe the students' ability in interpretation reading comprehension.

b) The Specific objectives:

1. to describe the students' ability in inferring unstated main ideas;
2. to describe the students' ability in inferring unstated cause and effect;
3. to describe the students' ability in inferring pronouns;
4. to describe the students' ability in detecting the author's purpose in writing;
5. to describe the students' ability in drawing conclusion.

1.4 Research Significances

The result of this study is expected to give some significances to the following people :

1.4.1 For the English teacher

Hopefully, this research can provide information for the English teachers in the students' ability in interpretation reading comprehension.

1.4.2 For the students

The research is expected to give an input for the student to motivate themselves in increasing their ability especially in interpretation reading comprehension.

1.4.3 For other researcher

The writer hopes that this research can become an input for other researchers who want to conduct other research about interpretation reading comprehension. They are expected to conduct an experimental research on interpretation reading comprehension to know how far the effectiveness of teaching reading through interpretation reading is.

CHAPTER TWO REVIEW OF RELATED LITERATURE

2.1 Interpretation Reading Comprehension

Interpretation reading comprehension is regarded as the highest level of comprehension because this type of comprehension requires the students to obtain more than literal comprehension. This skill has several definitions suggested by different experts.

Alexander (1980:161) states that higher level of comprehension involves reading beyond or between the lines. The reader brings knowledge and experience to the act of reading, draw inferences and applies reading to life situations. For this level, the reader is involved in an interchange of ideas with the author. In other words, in order to understand the passage, the reader needs more images, ideas and reactions. Further, they should understand the unstated information involved by understanding the author's idea.

Smith in Otto et al (1979:152) state that interpretation reading comprehension involves thinking skills and requires the readers to identify ideas and meaningful statements that are not explicitly stated in the written text. In other words, interpretation reading comprehension provided but ask the readers to predict the contents of the passage by themselves. Meanwhile, Olson et al (1982:183) state that the basic of interpretation covers the following items: inferring unstated main idea, inferring unstated cause and effect, inferring reference of pronouns, inferring reference of adverb, detecting the author's purpose in writing and drawing conclusion. Based on the statement above, it can be concluded that interpretation reading comprehension is the highest level of comprehension which needs more thinking in order to comprehend passage because the reader should infer everything stated in the passage and they can not take directly the information stated in passage. Therefore, in this stage the readers have to understand the author's idea and information which is not directly stated in the passage.

2.1.1 Inferring Unstated Main Idea

Recognizing main idea is very important in comprehending written passage. Leonard (1981:231) states that to become a successful reader one should develop skill in finding the main idea of what one has read. This skill will help the readers to get the primary information of the whole passage. In other words, main idea is a key to understand the contents of a passage.

Burn et al (1984:179) state that main idea of a paragraph is the central thought around which a whole paragraph is about. In addition, Bernhard (1975) in Olson et al (1982:55) define that main idea is distinct from the text. Main idea is similar to the label of category, expressing a relationship of ideas or common characteristics. Sometimes, it is stated directly in a topic sentence, in an introduction, or in a conclusion. Sometimes the main idea must be inferred from the sentences in paragraph. Therefore, main idea refers to the general rather than the specific idea. From those idea, it can be concluded that main idea is a specific idea that can be found explicitly and implicitly in paragraph. The explicit main idea can be found at the beginning, in the middle, or at the end of the paragraph. Meanwhile, the implicit one can be formed by drawing a new idea derived from the ideas that has been found in the text.

In line with those statements, Wiener (1966:53) says sometimes paragraph does not state exactly what the main idea is. Instead, the reader themselves must decide on the main idea itself. In order to do that, the readers must add up all the details that the writer gives and than state the main idea in their own word. In other words, we can say that when the main idea is implicitly stated, the readers must draw his own main idea by using all the details stated in the text to perform a new specific main idea. Further, Wiener (1966:54) suggests four ways to state the main idea in the readers' own words:

- try to figure out all the details in the paragraph and not just few of them
- make a complete sentence that (1) names a person or an object and (2) tells what a person or object is doing.
- do not look as just a few sentences in the paragraph in order to find out the main idea.
- do not offer a statement that is too general as the main idea.

From those explanation, it can be concluded that in order to find the unstated main idea, the reader should be able to understand all the sentences in the paragraph, identify all the details and then perform a new specific sentence as the main idea. Yet, it must be remembered that the main idea must not be the too general statement.

The following is the example of a paragraph with the unstated main idea.

“The first boring task is to prepare breakfast. Johnny, Cathy, and Jed need juice and eggs before a day school; my husband Bill, coffee and toast before he speeds off to the office. When everyone is finally away, doing something he or she enjoys, I scrape the dishes off into the garbage, then wash them in the sink. I hate it ! Afterwards I look forward to making beds, washing the kitchen floor, cleaning the rug in the livingroom. If I'm lucky the mailman rings the bell so I talk to another human being in the flesh for ten seconds or so. I put up the roast, find some other things to do , all along thinking of the adventures my children meet in the classroom while their housewife-mother watches the house in the suburbs. And Bill, the people he meets, the glamorous lunches, the excitement he sees on the street everyday; these are things I'll never know from the position. I sweep floors, sew buttons, clink pots and pans-that's my work for the world ". Wiener (1966:53)

From the statement above, we can not find the main idea that has been stated in the passage, but we can draw any main idea using our own words. Considering the ideas suggested by Wiener we can state that the main idea is “My life as a housewife is filled with dull meaningless tasks”. We can draw this conclusion by putting all the information together (she finds it dull to make breakfast, wash dishes and she is bored with cleaning house lonely and she think it tiresome for her to do those all things). Then, we can conclude them into one narrow idea by using our own words.

2.1.2 Inferring Unstated Cause and Effect Relationship

Olson et al (1982:57) say that recognizing and understanding the cause and effect relationship in the written passage is an important reading skill. This skill requires students to recognize reason for certain occurrences. In line with this, Burn et al (1984:181) say that recognizing and understanding the cause and effect relationship in written passage is an important reading skill. Further, Burn et al (1984:183) say "...when the cause and effect are stated implied in the passage, it is

is considered as interpretative reading or inferential reading". In other words, when the readers have to infer the cause and effect which are implicitly stated in the passage, it means that they have to interpret it themselves.

Wiener (1966:130) says that cause and effect are important in much of science and technological material the students will read in the college. When they read a passage, they can look for reason (causes) behind events described (effects). However, in our daily life we frequently consider causes. For instance, we avoid eating food that smells bad or touching something that is glowing hot, because we know that we will have the effect of tainted food or red-hot objects. In other words, cause and effect are important to describe a certain condition (what makes a certain condition happen and what is the effect of the condition). Further, Wiener (1966:131) explains that there are three points to explain an important cause and effect relationship. They are as follows:

1. if the writer tells the reader why something happened, what happened because of something, or what might happen because of something, you can expect reasons to explain cause and effects.
2. look for word clues such as because, since, as a result, therefore, consequently, and so on.
3. remember that many causes can contribute to a single situation and that many effect can grow from a single causes.

Based on the three points above, it is clear that cause and effect has close relationship. From cause and effect relationship we can give reasons to explain what happens. For example:

He felt extremely tired because he worked hard all day yesterday.

The word *because* denotes or indicates the relationship between cause and effect. Here, the clause he worked hard all day yesterday function as cause. While, he was tired fiction as effect.

2.1.3 Inferring pronouns

The ability to use and recognize the pronouns in written passage is also very important. Webster's Third new International Dictionary of English Language (1981:1816) defines pronouns as a word belongs to one of the major form classes in any of a great many language that is used as a declined, refers to

no fixed meaning except one of relation or limitation. In addition, Albert (1975:75) defines pronoun as a word that can take place of noun. In other words, pronouns is a word refers to things named, things assessed and can take place noun or noun phrase. Further, pronouns are used in same way as nouns are used. Using pronoun is very important in written passage. It can avoid constant repetition and awkward. The objectives of using pronouns will make the written passage seem natural and move along smoothly. From those ideas, it is clear that pronoun is a word functions as the substitution which make the written passage simple, clear and understandable.

Some students get difficulty in using and detecting the referents of pronouns because it needs a skill to infer. In line with this, Otto et al (1979:188) say that the task of determining the referents is an inferential one. It's clear that in determining the referent of pronoun, the students have to understand the sentence and infer to which the referent of pronoun substitutes a word, a phrase or sentence.

Barnitz in Otto et al (1979:188) state that there are three structures in the order of difficulty indicated by the studies just cited that must be explained clearly by the teacher to the students. They are as follows :

- I. If the teacher gives a sentence paraphrase choice to the students, the students will understand the repeated subject most easily, the pronominalized form next, and deleted form least easily.

For the example:

- A. Bill saw Jane, and Bill spoke to Jane
(this sentence is easier to be understood because repeated subject "Bill")
 - B. Bill saw Jane, and he spoke to her
(This sentence is understood less easy because the subject "Bill" is repeated by his pronouns "he")
 - C. Bill saw Jane, and spoke to her
(This sentence is the easiest because it deletes subject)
2. Students will be easiest to recall structure in which the referent was a noun or noun phrase and then which the referent was a clause or sentence.

For examples:

- A. Mark wanted an ice-cream cone but he did not have enough money for it (noun phrase referent)
(This sentence is easier to understand because the referent is noun " ice-cream")

- B. Mike plays the guitar for fun, but he does not did it often
(sentence referent)
(This sentence is less easy because the referent is sentence " plays a guitar")
- 3) The students found it easier to remember structures in which the pronoun followed its referent than one in which the pronoun come first.
- Marcia wanted the blouse because it was pretty.
(This sentence is easy to understand because the pronoun (the blouse) comes first then it is followed by its referent (it)
 - Because it was pretty, Marcia wanted the blouse
(This sentence is less easy to understand because the referent (it) comes first then it is followed by the pronouns(blouse))

For these idea, the teacher should explain clearly the connection between the pronouns and the referents of each sentence so that the students are able to make the relationship of word in its referent. From these idea, we can say that students' need in determining pronouns and its referent is not only clear examples but also explanation and practice from the teacher before they are given a practice in integral learning.

2.1.4 Detecting the Author's Purpose in Writing

Detecting the author's purpose in writing is also an important step in understanding a certain passage. It helps the reader to understand and get the point of the written passage. However, if the reader does not perceive enough knowledge to understand the author's purpose, they will completely miss the point.

All writers write something with a purpose. In line with this, Wiener and Bazerman (1966:137) say that writers write for a reason. Some wish to give information, some write to persuade us to believe something. Meanwhile, other writers try to push us into taking some reaction related to a subject of deep meaning to them. Some writers write to amuse or entertain. From those ideas, it can be concluded that writers write with a purpose. Some to give information, while others to give recreation or amusement. In addition, Otto et al (1979:188) says that writers always have a purpose for writing; to inform, to persuade, or to

accomplish something else. It is clear that in writing a written passage the writer always has a purpose that they want the readers to get.

From these ideas, we can conclude that detecting the author's purpose in writing is very important because it will guide us to know the content of the writing itself.

2.1.5 Drawing Conclusion

Drawing conclusion is also needed in comprehending a paragraph. A good reader will interpret what they read by drawing conclusion from the information that the writer has given in written passage. Further, Wiener (1966:160) says that we have to put together fact and details logically in our own mind in order to draw correct conclusion. In other word, we have to put all informations stated in passage to be combined with fact in order to draw correct conclusion.

Wiener (1966:161) states that many paragraphs or larger readings present information about a topic and information to support a topic, but they do not always state all the possible result of the events the writer discusses. However, the reader must answer the result after he reads. These questions often involve conclusions that he must draw on his own words. It can be concluded that if conclusion of a text is not stated, the reader can draw conclusion by answering the question which follows the text.

Wiener (1966:161) suggests seven points to form a conclusion. They are as follows:

1. be sure you know the main idea;
2. be sure you understand all the factors or details that the writer gives to support the idea;
3. check on difficult vocabulary;
4. look out the logic of action
5. look at the way people are described;
6. ask yourself after you read. What will happen as result of these actions or events ?
7. be careful to build your conclusion. It must be based on the evidence you find in what you read and not exclusively on your own opinion, like and dislikes. Of course you need to rely on your own experience to help you to figure out how things may happen. but most of your conclusion must be based on what you read in the selection.

These idea above clearly explain that in drawing conclusion the reader must be able to get his own conclusion from the details or ideas that are suggested by the writer. However, the reader must follow hunches that are based on the evidence to form correct conclusion. For the example

" Our supervisor comes to work on Monday morning at 9:30 (She's usually there waiting for you as you punch in at 9:00 sharp). She mumbles to herself under her breath and shakes her head from side to side, biting her lips. She doesn't say "halloo" as usually she does, but instead, staring straight a head of her, she storms past your desk and the desk of your coworkers. At her office she turns the doorknob roughly, throws open the door forcefully, and then slams it loudly behind her". Wiener (1966:137)

The conclusion of the paragraph above is that she was angry about something. This conclusion can be formed by adding up all that the readers see (comes to work at 9:30, mumbles to herself under her breath, shakes her head from side to side, biting her lip, doesn't say hello, staring straight a head of her, storms past your desk and the desk of your coworkers, turns the doorknob roughly, throws open the door forcefully, and slams the door loudly behind her) and by relying on what the writers know about her usual behavior (waiting for you at 9 sharp, say "hello"). There is not any word which indicates that she was angry and from all the things that she did, the readers get the conclusion that she was angry.

2.5 Reading Comprehension Material of MAN I Jember

Based on the 1994 English curriculum the teaching learning process of English in MAN I Jember involves reading , speaking, listening, and writing. Here, the writer wants to make a research on reading and wants to describe the students' reading comprehension. Hence, the writer tries to glance at the reading materials applied in MAN I Jember

a. Objective of Reading

The objective of reading comprehension suggested by 1994 English curriculum for the second year students of MAN I Jember is that the second year students are able to read the text in the form of narrative, descriptive, dialogue,

argumentation, direction, ticket, label, diary, leaflet, brochure, agenda, letter) that consist of more or less 300 words in which the skills needed are as follows

1. To find specific information;
2. To find the general illustration of the text
3. To find implicit main idea
4. To find explicit main idea
5. To find all explicit details information
6. To find implicit information
7. To interpret the meaning of word, phrase and sentences based on context
8. To get enjoyment

Considering these research objective, the research focuses on the points of the reading materials which have relationship with the students' interpretation reading comprehension. More clearly, the focus will cover the objectives of reading skills especially on the point of interpretation comprehension, They are as follows :

1. To find general illustration of the text
2. To find implicit main idea
3. To get implicit information
4. To interpret the meaning of word, phrase and sentence based on context.

The reading materials in this research is taken from the materials which are suitable with the themes and sub-themes suggested by 1994 English curriculum for the second year students of MAN I Jember.

b. Reading Theme and Sub Themes of the Second Year Students of MAN I Jember.

The following are the reading themes and sub-themes based on English curriculum (1994:36) that must be given to the students in every catur wulan. Each theme consists of sub-themes that can be chosen by the teacher or the teacher can add sub-theme, which constitutes the details of the theme offered.

1). Catur Wulan I:**Theme : Geography****Sub-themes:**

1. Demography
2. Breaking up into parcels/long sensation
3. Natural Disaster
4. Volcano
5. Flora and Fauna
6. Dining

Theme : Culture and Art**Sub-themes:**

1. Custom
2. Ethnic group
3. Regional Language
4. Regional art
5. Regional industry
6. Literature
7. Plastic art
8. Music
9. Dance
10. Art of painting
11. Drama
12. Sculpture
13. Handicraft
14. Carving

Theme : AGRICULTURE**Sub-themes are as follows :**

1. Crop
2. Fishery
3. Animal husbandry
4. Livestock food
5. Fisherman
6. Irrigation
7. Plantation
8. Plant disease
9. The instrument of agriculture
10. Biotechnology
11. Kind of agriculture
12. Marketing
13. Horticulture
14. Agricultural Technology

2). Catur Wulan II**Theme : WELFARE****Sub-themes:**

1. Family education
2. Social Organization (national and international)
3. social rehabilitation house
4. Unemployment
5. Social self-supporting institution

Theme : COMMUNICATION and TECHNOLOGY**Sub-themes:**

1. Information
2. Communication; telex, fax
3. management information system
4. communication satellite

Theme : HISTORY**Sub-theme:**

1. National hero
2. The history of world
3. Historical things
4. The world figure

3). Catur wulan III**Theme : Occupation****Sub-theme:**

1. Profession
2. Job
3. Place of work
4. Employment
5. Man power stock exchange

Theme : INTERNATIONAL RELATIONSHIP**Sub-themes:**

1. The changes students
2. International trade
3. ASEAN
4. UNESCO
5. UNICEF
6. United Nation

7. International Amnesty

Those themes must be given to the students in every catur wulan. Then the question is how should the teachers teach themes? English curriculum (1994:3) states that :

" Tema yang telah ditentukan dalam penyajiannya diurutkan sesuai dengan asas kebutuhan yang diperlukan segera ke kebutuhan yang diperlukan pada masa mendatang, dari lingkungan terdekat ke lingkungan yang semakin jauh dan luas ".

This sentence can be restated that the themes that have been chosen must be given based on the urgent needs to the future needs, from the nearest surrounding to the farther and larger one. On the other hand, it can be said that in teaching themes, a teacher can choose which theme that must be taught first to the students based on the student's needs.

As it is mentioned above each theme consists of sub-themes. Then, how should the teacher select the sub-themes to be taught to the students ? The answer is that a teacher can choose the sub-themes provided or the teacher can add other sub-themes which constitute the details of the theme offered. In selecting the sub-themes, the teacher must decide which sub-theme should be taught to the students. The sub themes are based on the situation and condition of the teaching-learning process in order to make it more effective, efficient and meaningful for students.

c. Reading Class Activity Of MAN I Jember curriculum

Based on 1994 curriculum, reading class activity should have the purpose of developing the skills. Further, in doing reading activities the students should really understand the meaning of the expression used in written material. The activities suggested by 1994 English Curriculum (1994:55) are as follows :

1. Make a list of proponent and denial statement from argumentation text;
2. Find key words which show coherency of text and mention the reason;
3. Identify the picture based on implicit and explicit information from descriptive text mentioning the reason;
4. Make picture or diagram about the contents of a reading text;
5. Identify the sentences which have the same structure as if is expressed in the text structure;

6. Choose the most efficient problem solving and mention the reason why they choose that technique to solve the problem;
7. Differentiate whether the paragraph or text is a fact or opinion;
8. Find words that has double meaning in written text;
9. Choose appropriate function of the sentences in the text;;
10. Rearrange the sentence organization that has been scrambled so that the sentences become a coherent paragraph;
11. Fill the topic sentence and the last sentence of a paragraph by choosing one answer or sets of sentences provided;
12. Fill in topic sentence and the last sentence from a paragraph by choosing sentence provided;
13. Fill in a paragraph with sentence which is arranged in scrambled order;
14. Replace a paragraph that has been separated from text;
15. Determine the opening and ending of a paragraph or a texts from some paragraphs given;
16. Rearrange the paragraph organization that has been scrambled so that they become a coherent text;
17. Determine whether the text consists of persuasion, warning, invitation, information, direction, and etc.

CHAPTER III RESEARCH METHOD

3.1 Research Design

In line with the purpose, that is to get a description about students' ability in interpretation reading comprehension the appropriate research design chosen was descriptive design. According to Arikunto (1989:291) if a research wants to describe certain variable, the research design used is a descriptive research. So, this research is a descriptive one. Further, Arikunto (1989: 291) classifies the characteristic of descriptive research as follows: 1). it does not need an administration and control of treatment, 2). it does not need to reach the hypothesis but describe everything stated in fact or real condition, 3). the researcher works with objective and systematic system for describing the content of the problem.

This research focused on studying the single variable, namely interpretation reading comprehension. While, the research procedures were :

- a) conducting the test for the respondents;
- b) giving score to each respondents' answer sheet;
- c) analyzing the data;
- d) making conclusion.

The data of the students' abilities in interpreting reading comprehension were taken by using objective test as the primary data. In this research, the researcher also used interview, observation, and documentation to take the secondary data. The data obtained were analyzed by using statistical analysis to find out the percentage of the students' correct answer to get the best result.

In conducting this research, the researcher used all the second year students of MAKN (Madrasah Aliyah Khsus Negeri) I Jember in 1999/2000 academic year as the respondents of the research.

3.2 Area Determination Method

In this study, purposive method was used as the method to determine the place in which the research was held.

Tim FKIP Universitas Jember (1994:14) states that "purposive sampling is used by the researcher when he directly decides the research area in a certain place not in other places". While Hadi (1991:82-83) says that "purposive sampling is used based on the specific characteristics that have been known before". Based on these ideas, the researcher choose MAKN (Madrasah Aliyah Khusus Negeri) I Jember as the research area because the researcher knew well about the school as well as the quality of the students of MAKN (Madrasah Aliyah khusus Negeri) I Jember which was suitable with the purpose of this research. MAKN (Madrasah Aliyah Khusus Negeri)I Jember is a special program of MAN I Jember. All students here are cleverer than the students who study in MAN. Besides, it was based on the consideration of technical reasons such as time, energy, school permission, and funding.

3.3 Respondent Determination Method

Arikunto (1993:102) states that respondent is the person giving some responses or answering the researcher' questions either orally or in the written form. Besides respondent, informants are also needed to supply data about the entire subjects who participate in this research, such as the headmaster, the English teacher, and the administration staff.

Determining how many samples that should be taken in the research was not an easy way. According to Hadi (1991:73) there is no absolute rule on how many person of entire population must be taken as the sample of the research. However, Arikunto (1993:107) states that "if the number of population is less than 100, it is better to use all ". Therefore, in this study population research was conducted in which all the second year students of MAKN (Madrasah Aliyah Khusus Negeri) I Jember was taken as the respondents since the amount of the second year students of MAKN (Madrasah Aliyah Khusus Negeri) I Jember is 33 students.



3.4 Data collecting method

In relation with this research, the researcher used some techniques to get the data. They were interview, observation, documentation, and test method. The details are explained bellow.

3.4.2 Interview

Arikunto (1993:126) defines interview as a dialogue conducted by the interviewer to get the information from the interviewee. It is used to complete the primary data. The data taken from interview is used to add and complete the primary data obtained. On the other hand, we can say that interview is a way of getting additional data to support the primary one.

Further, Arikunto (1993:127) divides interview into three kinds namely:

a) Unguided Interview

An interview in which the interviewer does not use a set of questions. The researcher may ask everything as long as they are relevant to the data that will be obtained.

b) Guided Interview

The interviewer should make the list of questions that will be asked.

c) Free Guided Interview

It is the combination between the guided and un-guided interview

In this research the unguided interview was used to obtain the data from the principal about the general description of the research area. While the teaching learning process as well as the method of teaching, the material given or the compulsory book used to the students were taken by giving some interview to the English teacher.

3.4.1 Observation

In conducting a research, it is important to do an observation. Hadi (1991:141)) divides observation method based on the presence of the participant

into two kinds. They are participant observation and non-participant observation. This research used participant observation. This means that the researcher involved to the life of respondents and their participation. In this case, observation method was used to observe everything deals with the condition of teaching learning process especially in teaching reading.

3.4.3 Documentation

A documentation method is the method deals with record which has been documented. Arikunto (1993:131) says that documentation method is used to search the written things such as book, magazines, newspaper, regulations, diaries, charts, etc. In other words, it can be concluded that documentation method is a method of collecting data through documentary resources that has been documented.

In this research, documentation method was used to get the data about the name of respondents, the name of personnel, and also the map of the school. In this case, the writer got the document from the administration staff.

3.4.4 Test

Test is used to get the primary data of the research conducted. Furchan (1982:156) defines test as a set of stimulus which is given to someone. In order to answer and to determine the score. In other words, it can be said that test is an instrument to measure the student's knowledge and to determine the score as the primary data about the students' interpretation reading comprehension.

The test must be valid and reliable. In this research, the researcher uses a content validity. Gillet and Temple (1975:398) state that content validity is established when the test makers study both school curricula and submit their tests to the expert. Based on this idea, the researcher constructed test items that had been consulted with the English teacher and the curriculum applied in order to have a test with content validity.

Reliability of a test refers to the consistency of the test results whenever they are given to whoever the test takers are. Concerning with reliability Hughes (1984:3) states:

“A test is reliable if it measures consistently. On a reliable test you can be confident that someone will get more or less the same score, whether he or she happens to take it on one particular day on the test, whereas on an unreliable test the score is quite likely to be considerable different, depending on the day on which it is taken”.

It can be concluded that a test is reliable when the test gives constant score when it is given in different day. However, an unreliable test gives different score whenever it is given on the same day.

According to the way the testee answer the test, there are two kinds of test , namely objective test and subjective test :

1. Objective test , is a test in which the testee answers the question based on the option prepared. It means that they just choose the alternative provided.
2. Subjective test, is a test in which the testee answers the questions by expressing what they know, feel or see, etc.

From this idea it can be concluded that objective test is the simplest test because the students just choose one best answer. While subjective test is test which ask the students to answer questions by using their own perception .

This research used objective test by using multiple choice test. This was based on the consideration that multiple choice test is easy to score, the scoring will be perfectly reliable, and it covers a great number of test given to the respondents. Teacher made test was used in this research. Teacher made test is a test which is constructed by the teacher herself. However, this test was consulted to the materials found in 1994 English curriculum of the second year students of MAKN (Madrasah Aliyah Khusus Negeri) I Jember and the English teacher of MAKN (Madrasah Aliyah Khusus Negeri) I Jember.

Dealing with test item, it consisted of 20 items. These items were spread out equally to the 5 indicators of this research. For inferring unstated main idea, inferring unstated cause and effect, and detecting the authors' purpose in writing had 4 items, while for inferring pronouns consisted of 5 items and drawing conclusion consisted of 3 items. While each item had 5 points. For wrong answer had 0 points, while the correct answer had 5 points. If the respondent could answer all the items correctly he would get 100 points.

3.5 Data Analysis

Data analysis is one of the important steps in a research. It is presented to analyze and interpret the data of the research to have meaningful information. There are two ways of analyzing data. They are qualitative and quantitative method. This research used quantitative method because it dealt with quantitative data, which was used to measure the students' ability in interpreting reading comprehension.

The primary data of this research was the interpretation reading comprehension of the second year students of MAKN (Madrasah Aliyah Khusus Negeri) I Jember. The data were analyzed by using the formula as it is stated by Ali (1987: 184)

The formula is:

$$E = \frac{n}{N} \times 100\%$$

Notes : E = total score in % for each indicator
n = number of right answer for each indicator
N = total test item

The steps in analyzing the data were as follows :

1. Identify the data of the respondents' right answer from the test given;
2. Classify the right answers for each respondents;
3. Find out the percentage of students' scores.

In order to know the degree of students' ability in interpretation reading comprehension the researcher used the following categories :

Tabel I : The Classification of Score Level .

Score	Interpretation
96 % - 100 %	Excellent
86 % - 95 %	very good
76 % - 85 %	Good
66 % - 75 %	More than enough
56 % - 65 %	Enough
46 % - 55 %	Poor
36 % - 45 %	Very poor
26 % - 35 %	Bad
25 %	Very bad

(Dekdikbud, 1990:10)

CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

4.1 Research Results

4.1.1 The Results of Interview

The interview was done to get the secondary data about the general description of the research area and the teaching learning process of English. The information about the research area was obtained from the principal, while the English teaching learning process was gathered from the English teacher.

a. The General Description of the Research Area

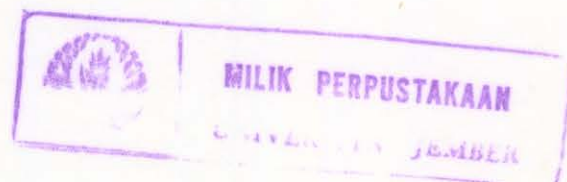
MAKN I Jember is the special program of MAN I Jember. It is called special program because of some reasons. They are as follows;

- ⌘ To join this program the students must get 7 for their English and have to follow a test.
- ⌘ The class is restricted, just consists of three classes. They are class I, II and class III.
- ⌘ All students are male.
- ⌘ The students live at the boarding house that is provided by the school
- ⌘ English and Arabic are taught more intensively than any other lesson.

This school is located at jalan Iman Bonjol 54 Jember. This school has many buildings. The detail description about the location and the building of MAN I Jember can be seen in the map enclosed.

b. Teaching Learning Process of English

Based on 1994 curriculum, the school applies meaningful approach. The English teacher said that he always teaches English integratively. It Means that he probably stresses on reading, but never separates it from other language skills; listening, writing and speaking.



Related to the compulsory book, he uses "English for senior high school" by Ali Saukah and Arwijati wahyudi from Dekdikbud. Besides, he also used other book to support the material such as from Tiga Serangkai.

4.1.2 The Result of Observation

The researcher conducts observation in order to know the condition dealing with the teaching learning process in the school. The teacher taught English clearly and gave much opportunity for the students to be active in the school. In presenting reading material, the teacher taught interpretation skill in reading comprehension simultaneously. This skill was given to the students when they answer the question of reading passage. In order to develop the students' skill in interpretation reading comprehension, the reading material given to the students were carefully chosen. After finished their reading, the teacher asked them to answer the question. However, the answer of the questions were not directly stated in the passage. If the students get difficulties in answering the questions, The teacher let them to go back to the passage. While in determining unstated main idea, the teacher guided them to find the key word of a certain paragraph that can be drawn as main idea. Finally, the teacher asks the students to check together with class.

4.1.3 The Result of Documents

Documents was used to get the data on the number of students, the name of the students, the general description of the school, the list of personnel, and the map of MAKN (Madrasah Aliyah Khusus Negeri) I Jember.

a. The Research Respondent

In 1999/2000 Academic year MAKN (Madrasah Aliyah Khusus Negeri) I Jember had three classes. They were class I with 40 students, class II with 33 students and class III with 40 students. So the total number of MAKN (Madrasah Aliyah Khusus Negeri) I Jember is 113 students. All of them are male. In this case, the researcher used the second class that consists of 33 students as her respondents. Meanwhile, the name of students can be seen in appendix 4.

b. The Personnel of MAN I Jember

The personnel of MAN I Jember in the 1999/2000 academic year consist of a headmaster, 86 teachers, 23 administration staff and 3 gardeners. The total number of the personnel is 26 person. The detail information about them can be seen in appendix 5.

4.1.4 The Result of Test

The test was given to get the primary data. It consisted of 3 texts which were followed by some questions about the 5 indicators of this research. There were 20 items or questions which were divided equally for each indicator.

The primary data of this research were collected by using test conducted on February 28th, 2000. The results of the test are presented in the following table.

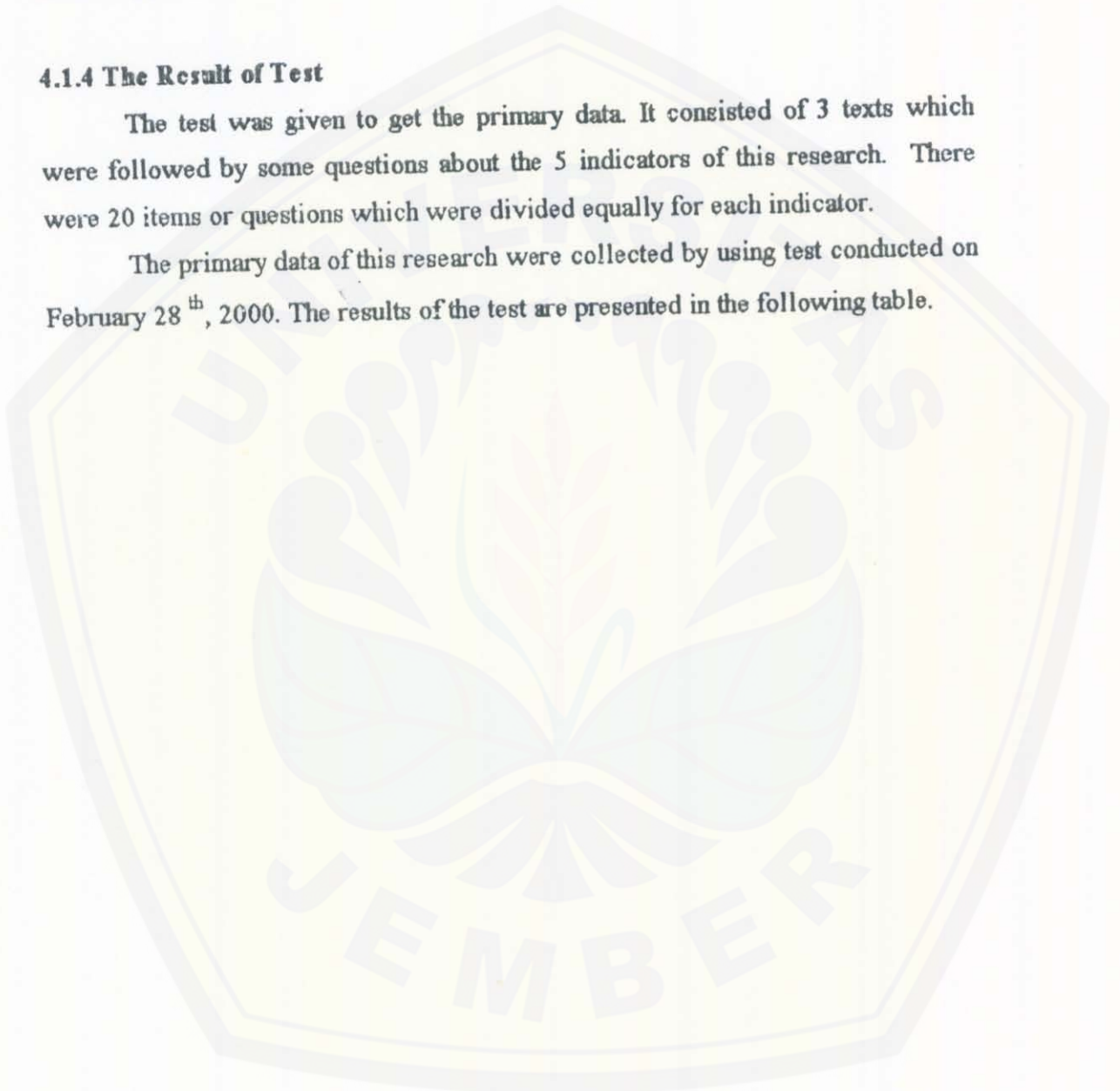


Table 3 : The Percentages of the Students' Correct Answer for Each Indicator.

NR	The number of correct answer of each indicator					Total	
	MI	C&E	Pro	Detec	Draw	Correct Answer	Score (%)
1.	3	2	2	3	1	11	55
2.	3	2	2	1	2	10	50
3.	3	2	2	2	2	11	55
4.	3	2	2	1	2	11	55
5.	3	2	2	3	2	10	50
6.	3	3	2	1	1	12	60
7.	3	2	2	3	2	10	50
8.	2	2	3	3	2	12	60
9.	2	3	2	2	2	11	55
10.	2	3	2	2	2	11	55
11.	3	3	2	3	1	12	60
12.	3	2	3	1	2	11	55
13.	3	2	3	2	2	12	60
14.	3	2	3	2	2	12	60
15.	2	2	2	3	2	11	55
16.	2	3	2	3	2	12	60
17.	2	3	2	3	1	11	55
18.	2	2	2	1	1	8	40
19.	2	3	2	2	1	10	50
20.	3	2	2	3	1	11	55
21.	2	2	3	3	2	12	60
22.	3	2	2	1	2	10	50
23.	3	3	2	3	1	12	60
24.	3	2	2	3	2	12	60
25.	3	3	2	1	1	11	55
26.	3	3	2	3	2	13	65
27.	3	2	2	3	1	11	55
28.	3	2	2	1	2	10	50
29.	3	1	3	2	1	10	50
30.	3	3	2	1	2	11	55
31.	3	1	2	2	2	10	50
32.	3	2	3	1	2	11	55
33.	3	2	3	3	2	13	65
Tot	90	75	74	71	55	256	

Notes :

NR = The number of respondents

M.I = Inferring unstated main idea

C&E = Inferring unstated cause and effect

Pro = Inferring pronouns

Detec = Detecting the autor's purpose

Draw = Drawing conclusion

Score (%) = The total number of each students' score in percentages.

We have to analyze the data obtained by using the followig formula :

$$E = \frac{n}{N} \times 100\%$$

The detail calculation are as follows :

- **The students' ability in inferring unstated main idea was :**

$$E = \frac{90}{132} \times 100\%$$

$$E = 68,18\%$$

- **The studets' ability in inferring unstated cause and effect was :**

$$E = \frac{75}{132} \times 100\%$$

$$E = 56,82\%$$

- **The Students' ability in inferring pronouns was :**

$$E = \frac{74}{165} \times 100\%$$

$$E = 44,84\%$$

- **The students' ability in detecting the author purpose was :**

$$E = \frac{71}{132} \times 100\%$$

$$E = 53,78\%$$

- The students' ability in drawing conclusion was :

$$E = \frac{55}{99} \times 100\%$$

$$E = 55,55\%$$

- Finally the average of students' ability in Interpretation reading comprehension was:

$$E = \frac{365}{660} \times 100\%$$

$$E = 55,30\%$$

Based on the result of data analysis, the students' scores were classified based on the classification of score levels presented in the following table :

Table 4 : The Classification of Students' Score Based on the Classification of Score Levels.

No	Indicators	Scores	Classification
1.	Inferring unstated main idea	68,18	More than enough
2.	Inferring unstated cause and effect	56,82	Enough
3.	Inferring pronouns	44,48	Very poor
4.	Detecting the author's	53,78	Poor
5.	Drawing conclusion	55,55	Poor
6.	The average of students' ability in Interpretation reading comprehension	55,30	Poor

From the table above, it can be seen that the easiest indicators of Interpretation Reading comprehension was inferring unstated main idea. The students' ability in inferring unstated main idea was 68,18 % or more than enough and the most difficult was inferring pronouns. The students' ability in inferring pronouns was 44,84 % or very poor. The students' ability in inferring unstated cause and effect was 56,82 % or enough. The students' ability in detecting the author's purpose was 53,78 % which is classified as poor. Then, the students'

ability in drawing conclusion was 55,55 % which meant poor. Finally, the average of the students' ability in interpretation reading comprehension was 55,30 % or poor.

Based on the classification of score levels the categories of students' abilities of interpretation reading comprehension are presented in the following table

Table 5: The Percentages of Students' Ability in Interpretation Reading Comprehension.

No	Classification	F	%
1.	Excellent	0	0
2.	Very good	0	0
3.	Good	0	0
4.	More than enough	0	0
5.	Enough	11	33,33
6.	Poor	21	63,63
7.	Very poor	1	3
8.	Bad	0	0
9.	Very bad	0	0

Based on the table above, the students' abilities in interpretation reading comprehension were in enough and very poor range. There was no students who had excellent, Very good, good, more than enough, bad and very bad. Most students had poor abilities (63,63 %) and 3 % who had very poor abilities.

4.3 Discussion

From the test result, it can be concluded that the students' ability in Interpretation reading comprehension can be seen in detail for each indicator; the easiest indicators of Interpretation reading comprehension is inferring unstated main idea. The students' ability in inferring unstated main idea was

68,18 % or more that enough and the most difficult was inferring proouns. The students ability in inferring pronouns was 44,84 % or very poor. The students' ability in inferring unstated cause and effect was 56,82 % or enough. The students' ability in detecting the author's purpose was 53,78 5 which is classified as poor. Then, the students' ability in drawing conclusion was 55,55 % which meant poor.

On the average of the students' ability in Interpretation reading comprehension was 55,30 % or poor. It means that the students' ability in Interpretation reading comprehension still low, because there were still 44,70 % students who do not master the Interpretation reading comprehension.

Based on classification of score level, there was no students who had excellent, Very good, good, more than enough, bad and very bad. Most students had poor abilities (63,63 %) and 3 % who had very poor abilities.

The possibilities of the students' difficulty in Interpretation reading comprehension were :

1. The students got difficulty to identify the personal pronouns used in the text refers to what.
 - a. Personal pronouns as subject
 - *He* should refers to Kartini's husband (item no: 3)
 - *He* should refers to Bill (item no: 7)
 - b. Personal pronouns as object
 - *Them* should refer to some suggestion to improve thing. (item no:10)
 - *It* should refers to scanning. (item no:18)
 - c. Possesive Pronouns
 - *Their* should refer to hundred or thousands of reader. (item no:17)

2. The students got difficulties in comprehending word. They did not understand a certain word that could influent their ability to infer the details of the text. This condition can be solved if the teacher gave the meaning of the difficult word in another form of text. As Young and Seavage

CHAPTER V
CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the research result and the discussion above, it can be concluded that the students' interpretation reading is 55,30 %. Based on score level classification stated in table 1 page 24, it is known that 55,30 % is classified to be poor. In other wards, it can be said that the students' ability in Interpretation reading comprehension of the second year students of MAKN (Madrasah Aliyah Khusus Negeri) I Jember is poor.

Furthermore, the major conclusion can be classified into some minor conclusion, that is the ability of the second year students of MAKN (Madrasah Aliyah Khusus Negeri) I Jember in; In inferring unstated main idea is 68 % (more than enough); In inferring unstated cause and effect is 56,82 % (enough); In inferring pronouns is 44,84 % (very poor); In detecting the author's purpose is 53,78 % (poor); In drawing conclusion is 55,55 % (poor).

Based on classification of score levels, the categories of students' abilities of Interpretation reading comprehension were:

❖ Exellent was	0 %
❖ Good was	0 %
❖ More than enough was	0 %
❖ Enough was	33,33 %
❖ Poor was	13,63 %
❖ Very poor	3 %
❖ Bad was	0 %
❖ Very bad was	0 %

5.2 Suggestions

Based on the discussion above, there are some suggestions that can be given :

A. For the English Teacher

The reseacher has a desire to convey that English teacher should provided the students more practice and motivate the students to learn more in interpretation reading comprehension, so they will be able to be a good and independent reader whenever they find a reading text. Also, the teacher should pay attention on the students' difficulties and weeknesses in their reading ability.

B. For the students

Based on the result of research, it is recommended that students should pay attention on reading specially in interpreation reading ability. So, they are able to comprehend the passage easily without being depended on the information stated in the text and a help from the teacher.

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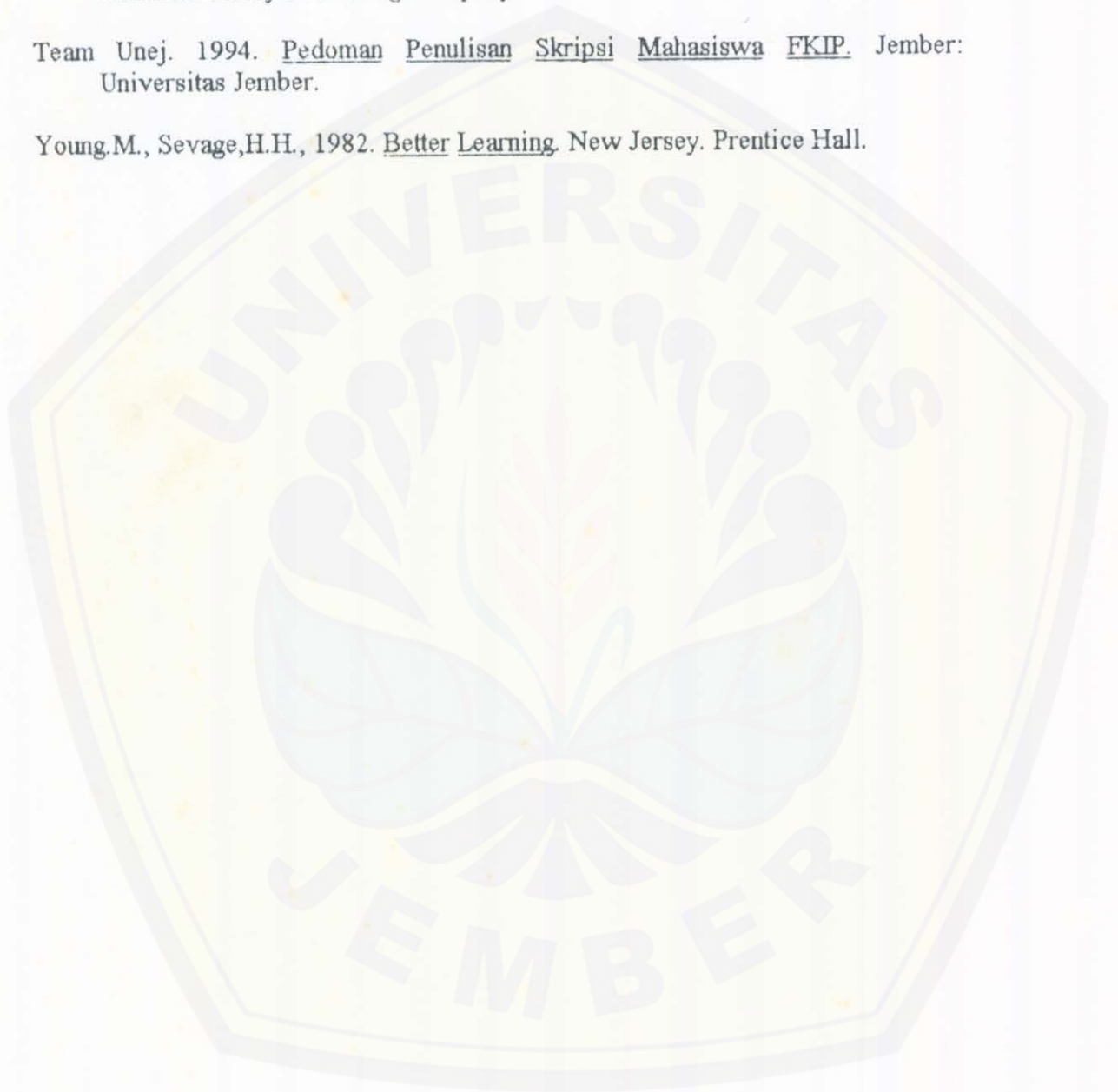
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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATOR	DATA RESOURCES	RESEARCH METHOD
<p>A Descriptive Study in Interpretation Reading</p> <p>Comprehension of the Second Year Students of MAKN (Madrasah Aliyah Khusus Negeri) I Jember in 1999/2000 Academic Year</p>	<p>Main problem :</p> <p>How is the students' ability in Interpretation reading comprehension of the second year students of MAKN (Madrasah Aliyah Khusus Negeri) I Jember in 1999/2000 academic year ?</p> <p>Specific problems:</p> <ol style="list-style-type: none"> 1. How is the students' ability in inferring unstated main idea ? 2. How is the students' ability in inferring unstated cause and effect 3. How is the students' ability in inferring pronouns ? 4. How t is the students' ability in detecting the author's purpose in writing ? 5. How is the students' ability in drawing conclusion ? 	<p>Interpretation Reading</p> <p>Comprehension</p>	<ul style="list-style-type: none"> • Inferring unstated main idea • Inferring unstated cause and effect • Inferring pronouns • Detecting the author's purpose • Drawing conclusion 	<ol style="list-style-type: none"> 1. Respondents The second year students of MAKN (Madrasah Aliyah Khusus) I Jember in 1999/2000 academic year. 2. Informants: <ul style="list-style-type: none"> • The headmaster • The English teacher • The administration staff 3. Documents 	<ol style="list-style-type: none"> 1. Research Design Descriptive 2. Area Determination Purposive 3. Respondent Determination Population 4. Data collecting <ul style="list-style-type: none"> • Interview • Observation • Documentation • Test 5. Data analysis $E = \frac{n}{N} \times 100\%$ <p>Where :</p> <p>E = total score in %</p> <p>n = number of right answers</p> <p>N = total test items</p> <p>Ali (1987:184)</p>

Appendix 2 :

Reading Comprehension Test

Class : II

Time : 90 minutes

Text I :

Read the passage carefully and then answer the following question by crossing one best answer !

Raden Ajeng Kartini

Raden Ajeng Kartini was born in 1879. Her father was A regent of Jepara an educated men, and sent all his sons and daughters to a Dutch school. At school Kartini began to think of what many girls of her age missed. They could not go to school, and had to stay at home until they married. Kartini realized that woman in Indonesia we not free, and she wanted to improve this situation. But her elder brother did not agree with her, and she could not do very much until she married the regent of Rembang. *He* allowed her to set up a house-keeping course for women in his regency.

Kartini knew that this was only the beginning of education for women but she could do more. She had always been weak, and she died when she was only 25 years old. Thanks to her, women in Indonesia now have equal position in society to men.

(Adopted from Reading With Understanding Intermediate book 2)

1. What is the main idea of paragraph I ?
 - a. R.A Kartini's family did not agree with her idea to improve women's condition in Indonesia.
 - b. R.A Kartini's efforts to improve women's condition in Indonesia.
 - c. the efforts of R.A Kartini's elder brother to break her idea.
 - d. her husband allowed her to build a house-keeping course in his regency.
2. What is the main purpose of paragraph I?
 - a. argue with the reader about R.A Kartini's idea to improve women's condition in Indonesia.
 - b. let the reader to know R.A. Kartini's effort to improve women's condition in Indonesia.
 - c. persuade the reader to believe with the author's idea about R.A. Kartini.
 - d. give an example of heroin in Indonesia.
3. What does the ward "*he*" paragraph I refer to ?
 - a. Kartini's father.
 - b. Kartini's elder brother
 - c. Kartini's husband
 - d. women in Indonesia

4. Why R.A Kartini's elder brother did not agree with her idea to improve women's condition in Indonesia ?
 - a. She is unmarried woman
 - b. She is a woman
 - c. She is a daughter of regent from Jepara
 - d. She is an educated woman from Jepara.
5. What is the conclusion of this passage ?
 - a. R.A Kartini died when she was only 25 years old
 - b. women in Indonesia now have an equal position in society to men.
 - c. R.A Kartini has built a house-keeping course for the women in her husband regency.
 - d. R.A Kartini becomes the heroin of women in Indonesia.

Text 2 :

Problem At Work

Jean Anderson is 38. She is a very talented computer software specialist who started her own company at the age of 29. The company was successful, but in her early thirties Jean met and married a rich and successful solicitor and she gave up her career to have a child. Problem occurred in her marriage and she got divorced when the child was 4 years old.

She had to go back to work in order to support herself and her daughter. Because she wanted security and felt that she did not have to set up her own business again, she took a job as a computer programmer in a large manufacturing firm. She became an assistant to Bill Blows. Bill is 55 and was in the account department before the introduction of computers. *He* was made head of the computer section because of his long service with the firm and because he had a little experience of the type of work.

At first Jeans and Bill go on very well together. However, after about 6 months she realized that there were a lot of weaknesses in the organization. Many of the projects she was working on needed changing and most people in the department came to her when they wanted something, not to Bill. This meant a big increasing in her work-load. She talked to Bill and made some suggestions for improving things. At first he seemed interested and asked her to write *them* down but after looking at work, he said that they were impractical and would not work. Jean's work-load continued to increase and she became tense and upset. She wanted to leave the firm, but she had just bought a house and her daughter was happy in her new school. She decided that the answer was to avoid Bill as far as possible in the future and only to do what she was specially asked to do . After 11 months she took her annual holiday

When she returned, she found that her ideas for change had been implemented by Bill in her absence. She was about to go and speak to Bill when she received a note to go and to discuss the possibility of a transfer to another

branch of the firm in a different part of the country with the personnel manager. The reason given was her lack of co-operation with Bill Blows.

(Adopted from bahasa Inggris for SMU kelas 2)

6. What is the main idea of paragraph 1?
 - a. Jean Anderson is a very talented computer software specialist
 - B. Jean Anderson is a married woman
 - c. Problems that occurred in Jean marriage and she got divorced when the child was 4 year old.
 - d. The biography of Jean Anderson.
7. What is the word "*he*" (paragraph 2) refers to?
 - a. Bill Blows
 - b. Bill
 - c. Jean Anderson
 - d. the firm
8. Why cannot Jean co-operate with Bill ?
 - a. Bill tell lies to Jean
 - b. Bill steals Jean's ideas for change when she was absent
 - c. Jean's work-load becomes increase because most people in the department came to her not to Bill.
 - d. Bill made Jean do a work that is not her responsibility that makes her upset.
9. What is the main idea of paragraph 3?
 - a. the weaknesses of Bill Blows makes Jean upset
 - b. Bill makes Jean want to leave the firm
 - c. problems at work that is faced by Jean Anderson
 - d. most people in the department came to her when they want something, not to Bill.
10. What does the word "*them*" (paragraph 3) refer to ?
 - a. Jean's work-load
 - b. Bill's work-load
 - c. some suggestions to improve things
 - d. people in the department
11. What is the author's purpose in this passage?
 - a. to perform a problem at work
 - b. to discuss about a problem at work
 - c. to persuade the reader to believe about a problem at work
 - d. to argue about problem at work
12. What is the conclusion of this passage ?
 - a. Jean Anderson gets upset because her ideas had been implemented without her permission
 - b. Jean left the Bill Blows and transfer to another branch of the firm in a different part of the country
 - c. Jean left the Bill Blows because of her lack of co-operation with Bill Blows

- d. Jean Andersons had been retired by Bill
13. What will happen if Jean leave the Bill Blows?
- Bill Blows will loose a very talented software specialist
 - Bill will becomes a computer specialist
 - most people in the department came to Bill
 - Bill Blows will grow more better than before

Text 3:

Facsimile Transmission

When there is a plan that crashes in a residential district in the outskirts of a town and causes terrible damage, within a half hour or so later, a photograph of a flaming wreckage is wrapped around a horizontal cylinder of an office in that town. An attendant pushed a button of a facsimile., the picture is then sent at lightning speed thorough press association network. In a matter of minutes, newspaper offices in other towns or places will have an almost perfect reproduction of the original picture . In an hour or so hundreds or thousands of reader will be looking at photograph in *their* favorite newspapers. Facsimile transmission like this would have seemed like black magic a hundred years ago. Today, we take it just as much for granted as we do television, jet planet, spacecraft, laser beams and other modern miracles.

Suppose we wish to transmit a facsimile of photographic print over a telephone circuit. First the picture is wrapped, picture side up, around the horizontal cylinder of the sending machine. The descriptive material is typed at the sending station on a strip of gummed paper and pasted one end of the photograph. This typed matter is transmitted together with the photograph itself.

When an attendant pressed the button on the transmitting machine, the cylinder begins to rotate. A beam of the light is thrown through a tiny aperture about one hundredth of an inch square and traces a continuous spiral over the picture as the cylinder turns. This process is called scanning. It is some like the scanning system used in television but it is much slower. It takes a facsimile machine several minutes.

(Adopted from bahasa Inggris for SMU kelas 2)

14. What is the main idea of paragraph I ?
- a plane crashes causes terrible damage in a town.
 - the procedures of facsimile transmission to transmit news and picture to any newspaper station.
 - facsimile transmission is same as television, jet planes, spacecraft, laser beams and other modern miracles.
 - the functions of facsimile transmission.

15. What is the conclusion of paragraph 1 ?
 - a. today, facsimile becomes popular in daily life
 - b. today, facsimile is very important in business
 - c. today, people take facsimile just as much for granted as the other modern miracles.
 - d. today, people can not live without facsimile
16. What is the purpose of paragraph 2 ?
 - a. tell about a telephone circuit
 - b. describe about how a facsimile machine operates.
 - c. advise people to use telephone circuit to transmit news.
 - d. let the readers know about a facsimile machines
17. What does the word "their" in paragraph 1 refer to ?
 - a. hundreds or thousands of readers
 - b. the original picture
 - c. facsimile transmission
 - d. plane creases.
18. What does the word "it" in paragraph 3 line 4 refer to ?
 - a. scanning system used in television
 - b. scanning.
 - c. television
 - d. a complete picture.
19. Which of the following sentence is the effect of using facsimile transmission ?
 - a. News and picture will be sent to another town in an hour
 - b. news and picture will be spread out to any other place in a few minutes.
 - c. the television system will be broken by the facsimile transmission
 - d. television, jet plans, spacecraft, laser beams and other modern miracles are placed by facsimile transmission.
20. The purpose of the passage is to
 - a. discuss the influence of modern miracles.
 - b. talk about a machine called facsimile machine.
 - c. distinguish facsimile transmission from other modern miracles.
 - d. describe facsimile transmission in press association network.

Answers key :

1. b. R.A. Kartini's effort to improve women's condition in Indonesia
2. b. let the reader to know R.A. Kartini's effort to improve women's condition in Indonesia
3. c. Kartini's husband
4. a. she is unmarried women
5. b. women in Indonesia now have an equal position in society to men.
6. d. the biography of Jean Anderson
7. b. Bill.
8. d. Bill made Jean do works that is not her responsibility that make her upset
9. c. problems at work that is faced by Jean Anderson.
10. c. some suggestions to improve things.
11. a. to perform a problem at work.
12. b. Jean left the Bill Blows and transfer to another branch of the firm in a different part of the country.
13. a. bill Blows will loose a very talented software specialist.
14. b. the procedures of facsimile transmission to transmit news and picture to any newspaper station.
15. c. today, people take facsimile just as much for granted as the other modern miracles.
16. b. describe about how a facsimile machines operates.
17. a. hundreds or thousands of readers.
18. b. Scanning
19. b. news and picture will be spread out to any other place in a few minutes.
20. b. talk about a machine called facsimile transmission.

Appendix 3:

RESEARCH INSTRUMENTS

THE GUIDE OF INTERVIEW

NO	The Data taken	Data Resources
1.	The description of research area	The Headmaster
2.	The curriculum used in MAN I Jember	The English Teacher
3.	The method in teaching reading	The English Teacher
4.	Teacher and students references	The English Teacher

THE GUIDE OF DOCUMENTATION

No	The data Taken	Data Resources
1.	The name of students	Document
2.	The name of personnel	Document
3.	The name of staffs	Document
4.	The map of MAN I Jember	Document
5.	Tha name of facilities of MAN I Jember	Document



Appendix 4:

The personel of MAN I Jember:

a. The list of The Teachers of MAN I Jember;

No.	Name	Subject
1.	Drs. H. Dulhalim	Headmaster
2.	Drs. Sukarjo	Arabics
3.	Lukman Hakim	Qur'an Hadist
4.	Mokh. Halimi F. BA	Fiqih
5.	Mamik Suparmi	PPKn and Geography
6.	Drs. A. Fauzan Sekjen	Arabics
7.	Drs. Abd. wahid	Mathematics
8.	Drs. M. Anwari	English and Arabics
9.	Drs. A. Mukhid R	Qur'an Hadist
10.	Drs. Syamsul H	PPKn
11.	M. Rojuddin, BA	Usnul Fiqih
12.	Drs. Muhayyan	Arabics, Qur'an & Hadist
13.	Drs. Agus Nirmala	Economics
14.	Drs. M. Yusuf	Indonesians
15.	Ir. Hariyanto	Mathematics
16.	Syaiful Amri	Automotive
17.	A. Rifa'i	Electronics
18.	A. Hidayat	Electronics
19.	Drs. Martius Aff	Sewing
20.	Drs. Ridwan	Automotive
21.	Aimul Fitroph, BA	Mathematics
22.	Dra. Qomariah M.	Biology
23.	Drs. Rico asikin	Biology
24.	Dra. Ida Erni	Mathemathics
25.	Drs. M. Rifa'i	National History
26.	Drs. Muttahid	Chemestry
27.	Edy Purwanto	Sport and Health
28.	Drs. Ali mU'tasin	Physics
29.	Drs. Tgi. Hartono	English
30.	Suparno, SPd	Indonesians
31.	Agus Suyatno	Aqidah Akhlak
32.	Drs. Husein Mft	Physics
33.	Vivit novia, SPd	English

The Continuation :

No	Name	Subject
34.	Febri hidayati, Spd	English
35.	Drs. Sugeng Riyadi	Physics
36.	Heriyanto, SPd	Mathematics
37.	Drs. Rofi'ul	Physics
38.	Drs. safiman	Physics
39.	Drs. Mahmudi	Art
40.	Moh. Nasir, SPd	German
41.	Dra. Ani Hofsa	Chemistry
42.	Samidjo Bsc	Economics Indonesians
43.	Eko Sutoyo, BA	History
44.	Drs. A. Rahman	Arts
45.	Ruchyat Taufik	English
46.	Drs. Husnan jakfar	Health
47.	Drs. Agus Joko W	Indonesians
48.	Drs. Farhan Zaki	English
49.	Dra. Eko wardani	Indonesians
50.	Heni Siswondo, BA	English
51.	M.Zaini, BA	Indonesians
52.	Drs. Eko Budi L	Qur'an Hadist
53.	Drs. Sugeng	Antropology
54.	Haryono, SH	Sociology
55.	Drs. Lilian NH	Mathematics
56.	Drs. N. Linda	Sport and Health
57.	Dra. Nurul Q	Economics
58.	Drs. Amir mahmud	Biology
59.	Drs. Adnan	PPKn
60.	Surono, SPd	English
61.	Is Wuntoro	PPKn & National history
62.	Roby Sutoro	Ilmu tafsir
63.	Uji Rosanti, SPd	Mathematics
64.	Dra. Retno G	Chemistry
65.	Dra. Marhendrati	Biology
66.	Sri Rahayu, SPd	English
67.	Fauzan, SPd	Geography
68.	Nur Indiyah, SPd	Indonesians
69.	Abd. Azis, SPd	Physics
70.	Giman, SPd	Economics
71.	Istiqlaili, Spd	Indonesians

The Continuation :

No	Name	Subject
72.	Imam Mujico	Agriculture
73.	Joko Purnomo	Agriculture
74.	Revi Prastiti	Dress making
75.	Dra. Astini Utami	Sewing
76.	Bekti Wiyono	Computers
77.	Abd. Muis	Computers
78.	Subaryanto	Computers
79.	Moh. Safi'i	Music
80.	Murjadi	Sports
81.	Dede Yuliani, Spd	Chemistry
82.	Bogie Agus	Chemistry
83.	Indarto Budi S	Sport
84.	Sri W,SPd	Geography
85.	Siti R,SPd	English
86.	Nanik Yulianti SP	Agriculture

Source : The School Document

Appendix 5:

THE NAME OF RESPONDENTS

No	Name of students	Gender
1.	Abd. Hafid	Male
2.	Ahmad fagrur Rozi	Male
3.	Ahmad Zaki Amami	Male
4.	Alamsah	Male
5.	Ali Baliya Eko Prs.	Male
6.	Aris Suyoso	Male
7.	A. Amali Kurniawan	Male
8.	A. Rahmad Hidayat	Male
9.	Fatihul Ilmi	Male
10.	Hidayatullah	Male
11.	Imam Hanafi	Male
12.	Mohammad Abdullah	Male
13.	Mohammad Khozin	Male
14.	moh. Munawar	Male
15.	Moh. Subhan	Male
16.	Moh. Limdatul Farich	Male
17.	Moh. khoirul Anam	Male
18.	Muhtadi	Male
19.	Mukti Gunawan	Male
20.	Nanang Faisol Hadi	Male
21.	Nasiruddin Hidayat	Male
22.	Roni Faisol	Male
23.	Roni Fasliah	Male
24.	Rusdi An'am	Male
25.	Saiful Haq Zainullah	Male
26.	Samsul Hidayat	Male
27.	Syaifuddin	Male
28.	Wawan Sugianto	Male
29.	Yasin Mudhoffar	Male
30.	Yuyun Khabibi	Male
31.	Zainul Iman	Male
32.	Zainul Wafa Arief	Male
33.	Moh. Idris	Male

Source : The School Document

b. The List of Administration Staffs:

No	Name	Position
1.	Drs. M. Jahir	The Chief administration Staff
2.	Abdul Qofur	Staff
3.	Indrawati	Staff
4.	Cholid Usman	Staff
5.	Ibnu malik	Staff
6.	Sohihul hadi	Freelance staff
7.	Mahmudz	Freelance staff
8.	Waqiah	Freelance staff
9.	Sudar	Freelance staff
10.	Eni Fitriyatin	Freelance staff
11.	maratul K	Freelance staff
12.	Lusiana	Freelance staff
13.	M.Sauki	Freelance staff
14.	Rifa'i	Freelance staff
15.	Abdul Mu'in	Freelance staff
16.	Sulhan	Freelance staff
17.	M.Tabrani	Freelance staff
18.	Sugianto	Freelance staff
19.	Siti Azizah	Freelance staff
20.	Sunarto	Freelance staff
21.	Abdul Azis	Freelance staff
22.	Abdul Halim	Freelance staff
23.	Suradji	Gardener
25.	Sulas	Gardener
26.	P.Sujar	Gardener

Source : The School Document

Appendix 6:

The Facilities Of MAN 1 Jember

No	Kinds of Facilities	Number
1.	The room of headmaster	1
2.	The room of Teachers	2
3.	The room of guidance and Conseling	1
4.	Library	1
5.	The room of Physics Laboratory	1
6.	The room of Language Laboratory	1
7.	The room of Teaching Learning Process	21
8.	The room of Administration	1
9.	The room of Treasure	1
10.	The room of Music	1
11.	The room of Automotive	1
12.	The room of Electronic	1
13.	The room of Sewing	1
14.	The room of Computer	1
15.	Mosque	1
16.	Hall	1
17.	The room of OSIS	1
18.	The room of 5-K	1
19.	The room of PMR	1
20.	The room of Cooperation	1
21.	The room of Gardener	1
22.	Toilet	3

Source : The School Document

Jember, 15 Desember 1999

Perihal : Permohonan ijin
penelitian

Kepada

Yth. Bapak Kepala Madrasah Aliyah Negeri I
Jember

Dengan Hormat,

Yang bertanda tangan di bawah ini kami:

Nama : Enik Rukiati

Nim : 9402107018

Fak : KIP

Jur/Prog : Pend. Bahasa dan Seni/ Pend. Bhs. Inggris

Dengan ini kami mohon ijin untuk mengadakan penelitian di
MAN I Jember. Adapun maksud di atas guna memenuhi
persyaratan skripsi yang berjudul:

“ A Descriptive Study in Interpretation Reading
Comprehension of the Second Years Students of MAKNI
Jember in 1999/2000 Academic Year “.

Demikian surat permohonan ijin ini kami buat, atas perhatian
dan berkenaan bapak Kepala MAN I kami ucapkan terima
kasih

Mengetahui,

Kepala MAN I Jember



(s. H. Dwi Halim)

Nip. 110048045

Hormat kami

Pemohon

Enik Rukiati

Nim. 9402107018

Jember, 22 JAN 2000

: S-1 /PT.32.H5.FKIP/I.7'.2233
: Proposal
: Ijin Penelitian

: Yth.Sdr. Kepala MAN I
Jember
di - Jember

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

N a m a : Enik Rukiati
9402107018
N i m : Bahasa & Seni / Pend. bhs. Inggris
Program / Jurusan :

Berkenaan dengan penyelesaian studynya , maka mahasiswa tersebut ber - maksud melaksanakan penelitian dengan judul :
A Descriptive Study in Interpretation Reading Comprehension
of the Second Year Students of MAKN I Jember in 1999/2000
Academic Year

pada lembaga yang saudara pimpin.
Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.
Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

Dekan
Pembantu Dekan I
Drs. JOKO SUHUD
NIP. 130 355 407.





DEPARTEMEN AGAMA
MADRASAH ALIYAH NEGERI 1 JEMBER
Jl. Imam Bonjol 50 Po Box 168 Telp. (0331) 485109 Fax. 484651
J E M B E R 68101

SURAT - KETERANGAN

Nomor : MA.m-9/TL.00/162/2000

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Negeri 1 Jember menerangkan dengan sebenarnya bawah :

N a m a : ENIK RUKIATI
Tempat/Tanggal Lahir : Nganjuk, 10 September 1974
N I M / N I R M : 9402107018
Pekerjaan : Mahasiswa Fakultas Keguruan Ilmu Pendidikan
(FKIP) Universitas Jember
Program / Jurusan : Pendidikan Bahasa dan Seni / Pendidikan Bahasa Inggris

telah mengadakan penelitian untuk menyusun Skripsi di Madrasah Aliyah Negeri 1 Jember pada tanggal 28 Pebruari – 04 Maret 2000 dengan Judul :

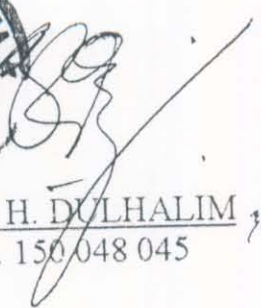
“A Descriptive Study in Interpretation Reading Comprehension of the Second Year Students of MAKNI Jember in 1999/2000 Academic Year.”

Demikian, Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 31 Maret 2000

KEPALA,




Drs. H. DULHALIM 78
NIP. 150 048 045

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

ENIK RUKIATI

N a m a : BAHASA INGGRIS / 9402107018
 Nim / Jurusan / Angkatan : Desriptive study on Interpretation
 Judul Skripsi : Reading Comprehension of the second year Students of
MAN I Jember in the 1999/2000 Academic Year

Pembimbing I : Eka Wahyuningsih, S.pd
 Pembimbing II :

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	Jum'at, 10-9-1999	Judul & Matrik	Ke
2.	Sabtu, 18-9-1999	Perbaikan matrik	Ke
3.	Selasa, 21-9-1999	Bab I	Ke
4.	Kamis, 30-9-1999	Perbaikan Bab I	Ke
5.	Rabu, 10-11-1999	Bab II	Ke
6.	Senin, 22-11-1999	Perbaikan Bab II	Ke
7.	Rabu, 10-12-1999	Bab III	Ke
8.	Selasa, 14-12-1999	Perbaikan bab III	Ke
9.	Sabtu, 18-3-2000	Bab IV & V	Ke
10.	Sabtu, 18-3-2000	Perbaikan bab IV & V	Ke
11.	Senin, 20-3-2000	Abstract	Ke
12.	Kamis, 23-3-2000	Perbaikan abstract	Ke
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

ENIK RUKIATI

BAHASA INGGRIS / 9402107018

Descriptive study on Interpretation

N a m a :
 Nim / Jurusan / Angkatan :
 Judul Skripsi : **Reading Comprehension of the second year Students of**
MAN I Jember in the 1999/2000 Academic Year

Pembimbing I :
 Pembimbing II : **Eka Wahyuningsih, S.pd**

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	Jum'at, 10-9-1999	Judul & Matrik	Ke
2.	Sabtu, 18-9-1999	Perbaikan matrik	Ke
3.	Selasa, 21-9-1999	Bab I	Ke
4.	Kamis, 30-9-1999	Perbaikan Bab I	Ke
5.	Rabu, 10-11-1999	Bab II	Ke
6.	Senin, 22-11-1999	Perbaikan Bab II	Ke
7.	Rabu, 10-12-1999	Bab III	Ke
8.	Selasa, 14-12-1999	Perbaikan bab III	Ke
9.	Sabtu, 18-3-2000	Bab IV & V	Ke
10.	Sabtu, 18-3-2000	Perbaikan bab IV & V	Ke
11.	Senin, 20-3-2000	Abstract	Ke
12.	Kamis, 23-3-2000	Perbaikan abstract	Ke
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.

