# A DESCRIPTIVE STUDY ON THE ACHIEVEMENT TO IDENTIFY MAIN IDEAS IN READING TEXTS AND ITS AFFECTING FACTORS OF THE SECOND YEAR STUDENTS OF SMUN 1 RAMBIPUJI IN 2003/2004 ACADEMIC YEAR

THESIS

Proposed to Fulfill One of the Requirements to Obtain the S1 Degree at the English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University

By :
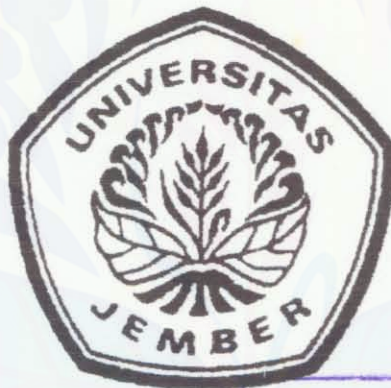
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MARCH 2004

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

" Every hardship is followed by ease "

(Al Insyirah, 94 : 5)

هَلْ جَزَآءُ الْإِحْسَانِ اِلَّاالْإِ حْسَانُ

"There is no reward for goodness except the goodness itself"

(Ar Rahman, 55 : 60)

DEDICATION

This thesis is honorably dedicated to:

✻ My beloved Dad and Mom, *Sudarmo and Ruwiyanti*. You are my greatest spirit and inspiration in my life. Thanks for the enormous advices and purest pray to accompany my way. My endless love for you.

✻ My brother, *Rouf Jauhari*. I always pray for your success and make me proud to be your sister. My great affection for you. The big family of *Mbak Binti and Mbak Iin* who always help and take care of my family when I'm away. Thank you so much.

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CONSULTANTS' APPROVAL

A DESCRIPTIVE STUDY ON THE ACHIEVEMENT TO IDENTIFY MAIN IDEAS IN READING TEXTS AND ITS AFFECTING FACTORS OF THE SECOND YEAR STUDENTS OF SMUN 1 RAMBIPUJI IN 2003/2004 ACADEMIC YEAR
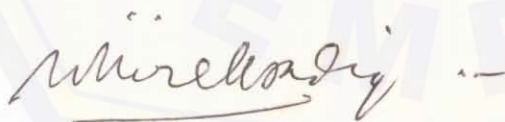
THESIS

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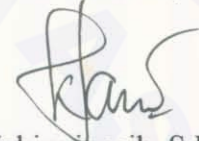## Examiners

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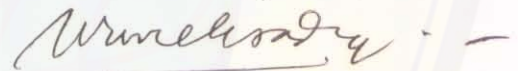NIP. 131 759 842

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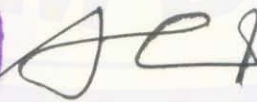2. Dra. Hj. Wiwiek Istianah, MKes, MEd
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Jember, March 2004   The Writer

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ABSTRACT

Ita Faizatul Khusna, March 2004, A Descriptive Study on the Achievement to Identify the Main Ideas in Reading Texts and Its Affecting Factors of the Second Year Students of SMUN 1 Rambipuji in 2003/2004 Academic Year.

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

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Key words: Students' achievement, Main ideas, Factors affecting   the achievement

This research was intended to describe the students' achievement to identify main ideas in reading texts and its affecting factors. The research was conducted at SMUN 1 Rambipuji in December 2003 until January 2004. The respondents were class 2-2 consisting of 39 students that were taken by adopting cluster random sampling by lottery after knowing the homogeneity of the population. The data were gained by applying triangulation method with three research instruments. They were free-guided interview, reading achievement test, and structured questionnaire. The data of the students' achievement to identify main ideas were collected by administering reading test that has been piloted previously, while the data of the factors affecting students' achievement to identify main ideas were gathered by conducting interview with the English teacher and being cross-checked with the result of questionnaire that was given to the respondents. The result showed that in general, the students' achievement to identify main ideas was 35,90% belonged to *poor* category, 23,08% belonged to *fair* category, 20,51% belonged to *fail* category, 16,67% belonged to *good* category and 3,85% belonged to *excellent* category. In details, their achievement to identify explicit main idea was 45,15% belonged to *fair* category, 25,64% belonged to *poor* category, 20,51% belonged to *good* category, and 7,69% belonged to *excellent* category. None of them belonged to fail category, while their achievement to identify implicit main idea was 45,15% belonged to *poor* category, 41,03% belonged to *fail* category, 12,82% belonged to *good* category. None of them belonged to either *excellent* or *fair* category. Referring to the questionnaire's result, there were two factors affecting students' achievement to identify main ideas in reading texts: students' factors and material's factors. Students' factors covered four aspects namely attitude, decoding skill, reading purpose, and background, while material's factors comprised three aspects: vocabulary, new concept and complicated grammatical structure. Knowing this condition, it is badly important for the English teacher to facilitate the students to have more understanding of main ideas by applying skimming technique more intensively as well as giving them more exercises particularly the ones dealing with implicit main ideas since their better understanding of implicit main ideas will improve their achievement to identify main ideas in reading texts.

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I. INTRODUCTION

There have been abundant researches concerning with the four English language skills. This research is focusing on this issue of students' achievement to identify main ideas. Hence, this section will focus on some aspects underpinning the topic under this study. They are background of the study, problem of the study, operational definition, objectives of the study, and significance of the study that will be presented respectively.

1.1 Background of the Study

In this global era, interpreting and deriving meaning from the printed materials are greatly important to get information as well as to learn. Most of the information included in many fields and discipline knowledge such as science, technology, academic, politics, economics and so forth are conveyed in the printed form. There are many books, journals, and current research reports which are presented in printing as well. Thus, the need of good reading ability as a way to comprehend the printed material is badly needed. Reading as one of the four English language skill is the most appropriate way to meet this purpose.

Reading as a process of getting or requiring meaning from the printed language material is not merely a simple process. It needs human being's brain to process while doing it. The process is to get familiar with the words, phrases, sentences and then build up meaning from the internal and external clues to get meaningful sense as a way the writer intended to the readers of the central thought to be developed. As explained by Goodman in Carell *et al.* (1995:20), in reading activity, human's brain is always seeking meaning from the text to suit with full comprehension. Supporting this statement, Grellet (1996:8) reveals that reading is an active skill that constantly involves guessing, predicting, checking, and asking oneself question. It means that in reading activity human being needs to involve his/her brain to catch up what the intended meaning conveyed in the text.

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Furthermore, Nurhadi (1989:vii) asserts that reading does not merely know the words and sentences but also requires the readers to formulate what the text actually means to them. Often, a reader can pronounce the words on a passage well but it doesn't mean that he/she can understand the meaning of them. In fact, there are many people who can only read the words without understanding of what actually the words meant. Consequently, they won't be able to get the idea or the main point discussed in the text. This phenomenon is illustrated by Anderson *et al.* (1969:106) who say that we heard often someone said 'I read it but I didn't understand it'. This phenomenon, however, still appears for years. Simanjuntak (1988:9) notes that the EFL students, in fact, may be fluent readers in their native languages but they often cannot transfer these skills to read English. When they read English text, they tend to focus on the word rather than on the entire text, and they are tied to their dictionaries to look up at each unfamiliar word so that they read slowly by reading word by word. This habit, however, make them to be ineffective and inefficient readers. Ineffective readers mean that they cannot understand fully the content of the text since their focus is merely on translating the words. Inefficient readers mean that they will spend more time simply to consult with the dictionary than they do reading the text. In relation to this, Nuttal (1988:69) acknowledges that too much attention to vocabulary can cause a harmful effect on the students' reading habit. Every time they break of their reading to consult with the dictionary, they not only slow down their reading speed, but more seriously, they interrupt their own thought processes in deriving meaning from the text. Consequently, when they find themselves unsuccessful to be fluent readers in English, they become frustrated. Knowing this condition, an English teacher has to help out the students learn how to relax with reading by promoting some techniques in reading as early as possible so that the students will have good ability to identify the main point or main idea discussed in the text.

Rusli *et al.* (1986:4.1) confirm that reading is a pleasure indeed if the material read is understood. It means that a reader will get satisfaction and even an enjoyment if he/she can understand fully what she/he reads. In other words,

reading not only gives us information or knowledge but also enjoyment. A similar statement is claimed by Harris and Carl (1972:311) that reading is an enjoyment as well as functional skill. It provides experience in which the individual may expand their horizon; extend and intensify their interest; gain deeper understanding of him/herself, of other human being, and of the world. As also claimed by Syarifuddin (2002:27) that the more we read, the more information we get. In brief, reading can function as a means of knowledge enrichment and offer satisfaction as well as the additional form of recreation.

Relating to the explanation above, good ability in reading comprehension is quite important for students including for those in the grade of Senior High School (SMU). As stated in the 1994 English Syllabus Guide for SMU, reading as one of the focus in the English teaching learning process, is aimed to develop the students' communicative ability (*Depdikbud*, 1999:2). Further, it is explained that one of the instructional objectives of teaching reading is to find out both the explicit and implicit main ideas in reading texts (*Depdikbud*, 1999:11). It implies that students cannot merely read the language of the printed material itself but they should interpret the content to get fuller understanding since reading without understanding is getting nothing. In other words, the students may fail to comprehend what the text is about if they cannot find the main ideas. Hence, the students' ability to identify the main ideas of reading texts is immensely important.

A descriptive study focusing on reading comprehension ability that was undertaken by Hartono (1999) has found that the second year students' ability to comprehend paragraph at SLTPN 3 Jember in 1999/2000 academic year was 42,56% or was categorized in "very poor" level. In this research, three aspects relating with comprehending paragraph had been measured to gain the data needed. They are finding the main ideas, the supporting sentences and the conclusion. Other research conducted by Susanto (1996) focusing on the difficulties on reading comprehension of the second year students of SMUN Kencong in 1995/1996 academic year has found that finding the main idea of a paragraph is one of the difficult aspects in reading comprehension. He explained

that this condition was mainly caused by the condition of the students who were lacking of knowledge of the main ideas itself Besides, most of the English textbook used in SMU level did not give obvious explanation as well as sufficient illustration about main ideas. This condition, however, become worse when the teacher in this institution rarely compel explanation about them.

Based on the preliminary study that was done in September 2003 at SMUN 1 Rambipuji by observing the English classroom activities and interviewing the English teacher, the writer had obtained information that reading skill has become the main consideration in the teaching learning process. In this case, finding out the main ideas in reading texts as one of the essential aspects in reading material has been given to the students since they were in the first grade. It is aimed to help the students to comprehend the reading texts easier and to encourage them to gain better achievement in reading comprehension. In addressing this purpose, the teacher has applied various text types such as descriptive, narrative and also argumentative with different themes to avoid the students' boredom and also to arouse their engagement in reading activities. The students' scores on reading comprehension so far, are ranging from 60-69 (*Depdikbud*,1999:85). It indicates that the reading abilities of the second year students of this school are "fair". Furthermore, the English teacher informed that the students' achievement in comprehending paragraph are still dominated by descriptive paragraphs. It is due to the characteristic of descriptive paragraph which is to describe person or thing in details so that the students will get clear elaboration of what is being described after reading the paragraph completely.

Referring to those points of view, the writer is interested in conducting a research entitled "A descriptive study on the achievement to identify the main ideas in reading texts of the second year students of SMUN 1 Rambipuji in 2003/2004 academic year." The reasons for choosing descriptive model in exploring this phenomenon are because the researcher here wants to investigate of how the second year students' achievement is, in identifying the main ideas which are widely appeared in their English reading texts. Furthermore, the researcher desires to explore the factors affecting the students' achievement to

achievement to identify main ideas since this issue has been long-happened to EFL students particularly Indonesian students. Having known those factors, hopefully, there will be more serious efforts to help out the students overcoming the problems so that they will not get confused in comprehending the English reading texts.

1.2 Problems of the Study

According to McMillan (1992:49) the problem needs to be clear, succinct, specific and feasible. Kerlinger (1998:29) affirms that problem must be stated clearly, unambiguous and in the form of question. In addition, Arikunto (2002:51) asserts that problem must be limited to avoid having the broad problem area.

Considering the statements above, the problems which were investigated in this study were formulated as follows:

1.2.1 General Problems

1. How is the achievement to identify main ideas in reading texts of the second year students of SMUN 1 Rambipuji in 2003/2004 academic year?

2. What are the factors affecting students' achievement to identify main ideas in reading texts of the second year students of SMUN 1 Rambipuji in 2003/2004 academic year?

1.2.2 Specific Problems:

1. How is the achievement to identify explicit main ideas in reading texts of the second year students of SMUN 1 Rambipuji in 2003/2004 academic year?

2. How is the achievement to identify implicit main ideas in reading texts of the second year students of SMUN 1 Rambipuji in 2003/2004 academic year?

3. What are the students' factors affecting the achievement to identify main ideas in reading texts of the second year students of SMUN 1 Rambipuji in 2003/2004 academic year?

4. What are the material's factors affecting the achievement to identify main ideas in reading texts of the second year students of SMUN 1 Rambipuji in 2003/2004 academic year?

1.3 Operational Definitions of the Variables

It is necessary to give the operational definitions of the variable included in this study in order to get similar perception of the concept between the researcher and the readers. Besides, it is exposed to avoid misunderstanding between the researcher and the readers. This is in accordance with Arikunto's opinion (2002:96) that defines variable as the main point or object of a research, which needs to be clearly defined.

Referring to the explanation above, the variables of this research are the students' achievement to identify the main ideas in reading texts and the factors affecting their achievement. The following is the detailed definition of those variables.

1.3.1 The students' achievement to identify main ideas in reading texts

It deals with whether or not the students are able to identify the explicit and implicit main ideas found in English reading texts. It was seen from the their scores of reading achievement test with the reading material consisting of both explicit and implicit main ideas.

The term "main idea" is defined as the most general statement made by an author about a topic that is usually expressed in a single sentence called a topic sentence (McWhorter, 1989:105; Mikulecky, 1990:103; Sugandi, 1996:17; and Wong, 1998:366). In brief, main idea is a statement, which includes the ideas in the topic sentence as well as the ideas in the supporting sentences that summarizes a paragraph that may be stated explicitly or implicitly in a paragraph.

In this research, the main ideas investigated are both the explicit and implicit main ideas as they are stated in the 1994 English Curriculum for SMU.

1.3.2 *Factors affecting the students' achievement*

The factors here include two points namely students' factors and material's factors. Relating to this matter, Aslanian (1985:20) proposes two factors affecting students' reading comprehension namely students' factors and material's factors. Students' factors refers to the factors coming from the students' themselves, while the material's factors coming from the English reading materials. In this study, both of the factors were investigated through the use of questionnaire that was given to the research respondents.

1.4 Objectives of the Study

In line with the research problems, the objectives of this study were formulated as follows:

1.4.1 *General objectives*

1. To describe the achievement to identify main ideas in reading texts of the second year students of SMUN 1 Rambipuji in 2003/2004 academic year.
2. To describe the factors affecting students' achievement to identify main ideas in reading texts of the second year students of SMUN 1 Rambipuji in 2003/2004 academic year.

1.4.2 *Specific objectives*

1. To describe the achievement to identify explicit main ideas in reading texts of the second year students of SMUN 1 Rambipuji in 2003/2004 academic year.
2. To describe the achievement to identify implicit main ideas in reading texts of the second year students of SMUN 1 Rambipuji in 2003/2004 academic year.

3. To describe the students' factors affecting the achievement to identify main ideas in reading texts of the second year students of SMUN 1 Rambipuji in 2003/2004 academic year.

4. To describe the material's factors affecting the achievement to identify main ideas in reading texts of the second year students of SMUN 1 Rambipuji in 2003/2004 academic year.

1.5   Significance of the Study

It is greatly hoped that the result of this study will give positive significance to the following people:

1.5.1   *The English Teacher*

1. Having known the description of the students' achievement in identifying the explicit and implicit main ideas, the English teacher may consider to develop the suitable teaching technique for reading especially the ones dealing with how to identify the main ideas discussed in the English reading texts by applying skimming technique.

2. Having known the factors affecting the students' achievement in identifying main ideas, hopefully, there will be more serious efforts to overcome these problems in order to help out the students to be more effective and efficient readers by promoting some techniques in reading so that the students will not get more confusion in comprehending English reading texts.

1.5.2   *The Students*

1. To make the students more aware that having ability to identify main ideas in reading texts is greatly important to help them comprehend reading texts as a whole.

2. Having known the information of this research result, -their achievement in identifying main ideas of reading texts and its affecting factors-, they will be more encouraged to enhance their

ability to comprehend English reading texts by some other reading activities either in groups or individually, in classes or out of classes.

1.5.3 *The Future Researchers*

This study hopefully becomes a reference or an input for future researchers to conduct a further research in line with similar topic but using a different research design. For instance: a classroom action research for improving the students' achievement in identifying main ideas in reading texts by applying skimming technique.
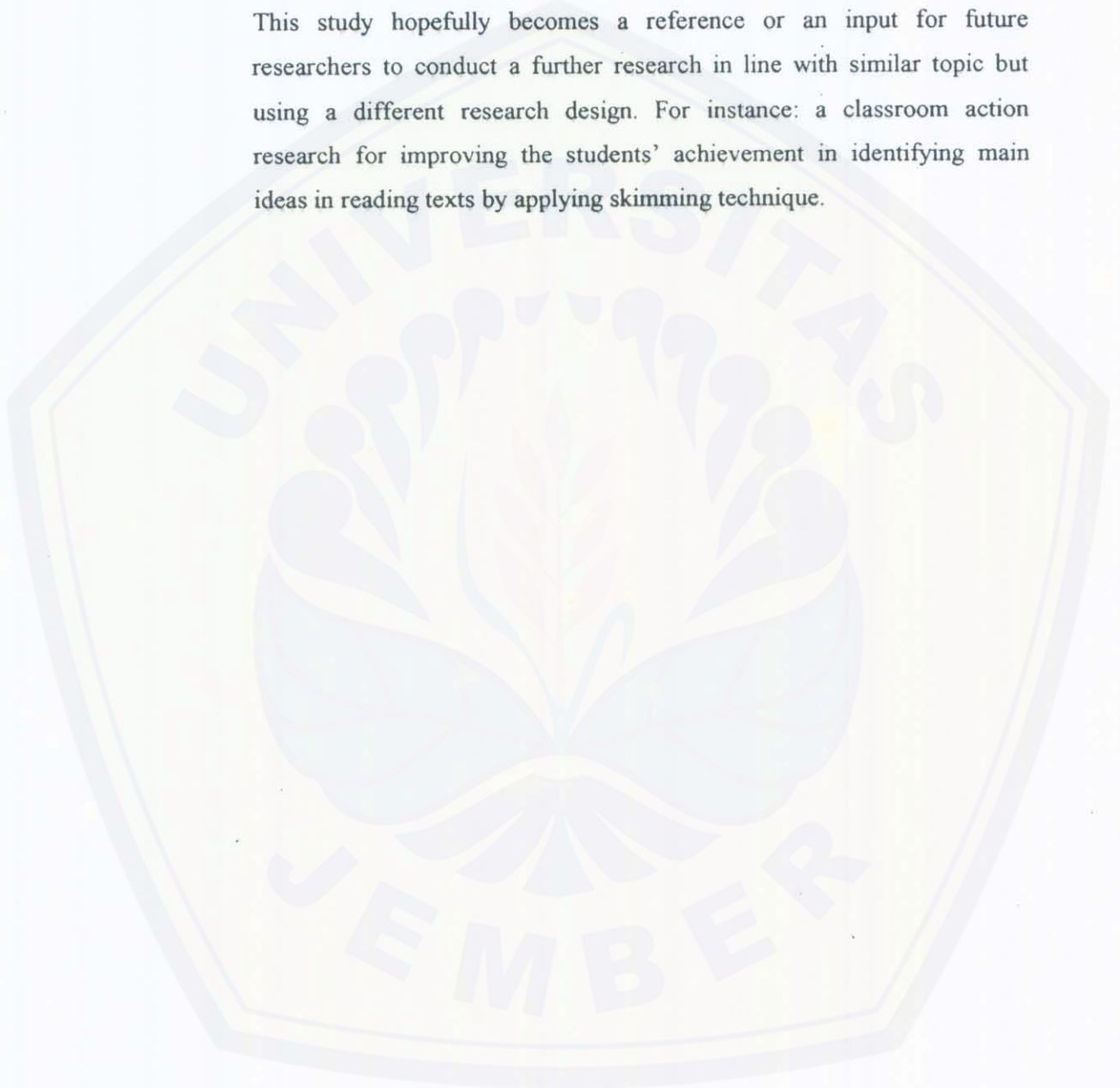
II. REVIEW OF THE RELATED LITERATURE

This chapter concerns with the discussion of brief overview of related literature supporting the topic being discussed. They include reading comprehension, identifying main idea in a paragraph, and factors affecting the achievement to identify main ideas. All of these issues are presented in turn in the following section.

2.1 Reading Comprehension

Before coming to the detail discussion of this section, the researcher will give reading definition as expounded by some experts. The view of reading, as defined by Geddes and Gill (1981:18) refers to the process of transferring meaning from mind to mind: transfer a message from a writer to a reader. In this case, the writer, the reader, and the text have each unique contribution for making sense of the text. Another definition given by Montgomery *et al.* (2000:xi) state that reading is much more than simple decipherment of words on a page but it needs an active and critical engagement with the text. To read a text, readers must decode what the text literally says but at the same time they must bring their knowledge to the text. It is also noted by Grellet (1996:8) that reading involves guessing, predicting, checking and asking oneself questions.

Of all the above explanation, it can be inferred that reading is not merely reading words but it needs human's brain to extract the presented meaning in the text with bringing knowledge to suit with full comprehension.

2.1.1 The Importance of Reading Comprehension

In some countries in which English is taught as a foreign language such as Indonesia, Finland, and Sweden; reading has traditionally been an integral part of the language course (Mikulecky, 1990:vii). For years, in which English has been developed into a world language; students, researcher, business people and many others have to learn to read English well in order to have access with the

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information available only in English. Eskey (1971:15) asserts that the only practical reasons for studying English for the students in non-English speaking country is to gain the ability to read journal and books in that language. Similarly, Carell *et al.* (1995:1) profess that reading is the main reason why students learn the language. It is supported with the fact that English is the key to much of the world's knowledge that is mainly to be found in print. Most of the scientific, technological and academic information in the world is expressed in English and over 80% of all the information stored in electronic retrieval systems is in English (Crystal, 1997:7). He adds that English is also the main language of satellite broad casting, home computers and video games. From the statement, it is clear that having ability to read English well has become the need in modern-human life.

Supporting the idea, Nurhadi (1989:vii) notes that good ability in reading comprehension has become the main requisite for each student to absorb knowledge and science. The rate of reading habit in students' environment takes the essential part in determining the rate of a country's development. To be more specific, Syarifuddin (2002:26-27) proposes five advantages of having reading habit to the quality of human resources. They are a way to knowledge gaining, a way to broaden human's horizon, a way to train critical ability, a way to train analytical achievement and a way to find pleasure.

1. *A way to knowledge gaining*

    By reading people will obtain knowledge and by reading a lot they will get their knowledge better improved.

2. *A way to broaden human's horizon*

    From the reading materials, people can access so many information from many sources and discipline knowledge, which is able to enrich and build up their horizon. The more people read, the more information they get. And the more information they have, the more capability they have to express their thought through speech or written form.

3. *A way to train critical ability*

For the sake of critical matter, reading, especially analyzed reading, will sharpen a critic's ability to the value of the material related to his field. Analyzed reading, as explained by Kustaryo (1988:12) requires a higher degree of skill development and perception. It involves questioning, comparing, and evaluating the material conveyed in the text. Thus, the more they read the better critique they create.

4. *A way to train analytical achievement*

Through reading people will be trained to analyze the sentences formed from words that will make them accustomed to the sentence forms and at last will result in the language comprehension.

5. *A way to find pleasure*

For those who favor to read literatures, fictions, and any kinds of reading materials which deal with their hobbies, it will be a pleasure indeed when they have completed reading the materials. They assume that reading can function as a means of knowledge gaining and pleasure as well.

In brief, reading, for those who have already had reading habit, can fresh up their mind through the various kinds of information presented in the reading stuffs.

2.1.2 Identifying Main Ideas in Relation to Reading Comprehension

Tarigan (1994:9) acknowledges that one of the goals of reading activities is reading for main ideas besides the other six objectives. They are reading for details, reading for sequence or organization, reading for inference, reading to classify, reading to evaluate, and reading to compare or contrast. The readers cannot merely read the words on the page, but they have to extract the information conveyed to fit with the whole content of the text so that they can grasp such information needed. Similarly, Wood (1996:204) asserts that finding and understanding main idea is the major goal of reading process. The readers may fail

to comprehend the text if they cannot find or grasp the main idea since it is the key to comprehend the reading text.

Mikulecky (1990:84) notes that mostly, every comprehension exercise and reading test include this question 'Choose the best main idea statement for this passage!'. The statement confirms that most of the reading material tests will include this kind of question. It is because the main idea is the central thought to be discussed in a paragraph in which the readers should find it to gain full comprehension of the messages being presented. Thus, promoting the way to find main ideas in a reading text should be given as early as possible to the students to help them get an appropriate understanding of what they read with an ability to find main idea. In accordance with this, Rivers (1987:76) suggests the teacher to give students an activity to identify main ideas to check their comprehension of reading texts. By grasping main idea, the teacher will know how far the students comprehend the passage that has been read.

Supporting this, Rusli *et al.* (1986:6.1) claim that mastering the ability to identify main idea in a paragraph will lead the students to be more improved in reading comprehension since they will be easier to come up with the topic conveyed in a text. Furthermore, they (1986:6.1) explain that improving reading ability through mastering the way to locate the main ideas will be essential for the students, not only as a guide to read for full understanding, but also for the mutual benefit in their reading in every day life in deriving and acquiring information from many sources such as news paper, magazines, literature, research report etc. Relating to this, Wood (1996:189) emphasizes that adequate comprehension of any textbooks, paragraph, longer section materials or chapter requires an understanding of both main ideas and details. It implies that having ability to identify main ideas in a reading text is immensely valuable in relation to comprehend the printed materials.

Of all the elaboration above, it can be inferred that identifying main idea has close relationship with reading comprehension as its function is as a key to

comprehend the text materials. The readers may fail to comprehend the text if they cannot find or grasp the main idea.

2.2   Identifying Main Idea in a Paragraph

2.2.1   Comprehending Paragraph

According to Wong (1998:366) a paragraph is a series of sentences that develop one main idea about a specific topic. It is also noted by McWhorter (1989:102) paragraph is a group of related sentences about a single topic. Some other experts that have similar opinion about paragraph are Wingersky *et al.* (1999:31), Sugandi (1996:17), and Bram (1993:13).

As a part to suit with reading comprehension, comprehending paragraph is an important thing in reading and becomes the way to comprehend reading texts. Simanjuntak (1988:24) claims that comprehending paragraph is one of the steps to comprehend reading texts. Supporting this opinion, Wood (1991:125) affirms that before comprehending the whole text, it is better for the readers to understand the small part first, that is paragraph. Besides, the readers have to understand the parts of it and the relationship among them. Finally, they have to consider the point expressed in the paragraph. All of those steps are badly important for the readers to understand reading texts and thus, they should comprehend them well. In other word, the readers should be able to infer the topic and state the main point presented by the writer after reading a well-developed paragraph.

In accordance with this, McWhorter (1989:102) divides a paragraph into four essential parts namely topic, main idea, details, and transitions.

1. Topic

Referring to McWhorter's opinion (1989:105), topic is one thing a paragraph tells about. It is the most important thing to be developed overall paragraph in which every sentences in the paragraph discusses or explains it. To find the topic of a paragraph, he points the question -"What is the one thing the author is discussing throughout the paragraph?". The paragraph below is the example:

15

Flextime, which began in the mid-1960s as an alternative work schedule experiment, will be a fact of life in any industries in the 21st century. We'll work not according to traditional work schedules but according to our biological and emotional rhythms. The night owls among us will be delighted to work the lobster shifts and let the rest of us work during the day. The number of hours-worked won't be as significant as what you accomplish when you work. The advantage of flextime is that it permits flexible, cost-effective work arrangements.

(McWhorter, 1989:104)

In this paragraph, the author is discussing one topic - *flextime*- throughout the paragraph. As the clue, the word flextime is used several times; and often, the repeated use of a word can serve as the clue to the topic.

2. Main Idea

Main idea is the most general statement the writer makes about the topic (McWhorter, 1989:105). The similar explanations are professed by Mikulecky (1990:103), Sugandi (1996:17), and Wong (1998:366). It must connect, draw together and make the rest of the paragraph meaningful. Through the main idea, the author wishes the readers know the topic being discussed in a paragraph. Main idea is usually stated in a sentence called a topic sentence. As proposed by Wong (1998:366) the main point of a paragraph (main idea) is often stated in a topic sentence. It is supported or developed more clearly by providing additional information or explanation through the use of supporting details.

The following is the example:

People differ in numerous ways. They differ according to psychological characteristics, such as height, weight, and hair color. They also differ in personality. Some people are friendly and easygoing. Others are more reserved and formal.

(McWhorter, 1989:105)

The main idea elaborated in the above paragraph is appeared in the first sentence *–people differ in numerous ways*. This sentence is the most general statement expressed in the paragraph. Another sentences are specific details,- sentence that explains this main idea.

3. Details

McWhorter (1989:104) defines details as sentences that explain the main idea. They support and give further explanation or additional information to the main idea. As pointed by Wood (1996:196) supporting details are used by authors to make main ideas clear, interesting, and memorable. Further, Wood (1991:126) claims that all types of details make main ideas clearer and easier to be understood. In sum, details are helpful for the readers to grasp the messages or information conveyed in a text.

To give clear illustration, the following two paragraphs are exposed. Example 1 is a statement of a main idea with no details while example 2 adds the details. Notice the difference of how details affect reader's understanding and interest along with the process of reading as well as enjoy the material to suit with fuller comprehension of what is the point being explained.

Example 1: Main idea without supporting details

Males and females are each associated with different kinds of behavior, and what is considered masculine and feminine differs from society to society.

Example 2: Main idea with supporting details

Males and females are each associated with different kinds of behavior, and what is considered masculine and feminine differs from society to society. These concepts of masculinity and femininity extend to how people walk, sit, talk, and dress. In our society, as in all others, men walk and talk in certain ways and until very recently dressed very differently from women. In some societies, different spatial areas are associated with males and females-women in many Middle Eastern societies are restricted to certain parts of the house and may only come into contact with the males who are members of their family. In such societies, the coffeehouse and the market are defined as male domains. In contrast, in some African societies, women predominate in the market place.

(Wood, 1991:126-127)

From the two examples above, it can be inferred that the second example is more understandable and meaningful with the appearance of the supporting details supplied to the main idea. Thus, it will be easier for the readers to get sense with the idea developed overall the paragraph. Besides, the satisfaction got from the information conveyed in the second example is greater than the one in the first.

Relating to the types of details, Wood (1991:126) and Wood (1996:196) note seven types of details, they are:

1. *Explanation* that answer who, what, where, when and why questions about the main idea.
2. *Examples* that gives specific instances of the main idea. It should be brief, concrete or real, visualize and easy to understand.
3. *Comparison and contrast* to show what the main idea is similar to or different from.
4. *Statistics and facts* that prove or make the main idea more believable and to clarify as well.
5. *Quotations* from people who are experts in a certain field and who are quoted as authorities on the main idea. It is also used to prove and clarify the point.
6. *Description* that can be visualized in "mind's eye" to build a mental image of the main idea and to make it clear and memorable as well.
7. *Graphs* that make the main point clearer since they condense a lot of information in a small space and allow the readers to see the relationship among the data.

3. Transition

To connect their ideas, writers use words and phrases known as transitions (McWhorter, 1989:104). Another opinion exposed by Wood (1996:198) informs that transitions are used by authors to indicate their moving from one major section to another or from one idea to another. He also notes that besides signaling a change of subject, transitions are also used by the authors to emphasize main ideas so it is easier for readers to spot them. According to Wood (1991:127), there are some common transitional words and phrases that are often used to clarify the relationships among the various parts of a paragraph. They are *for example, on the other hand, in comparison, in contrast, first, second, third, one, another, finally, some, others, but, still, yet, then,* and *now.*

2.2.2 Kinds of Main Ideas

Referring to the elaboration before, main idea is the most essential idea that the authors wish the readers know about the topic. Sometimes, it is directly stated but sometimes it is not (Wood, 1996:189). In brief, there are two sorts of main ideas: explicit main idea and implicit main idea.

1. ***Explicit Main Idea***

Explicit main idea means that the main idea is clearly or directly stated in a sentence of a paragraph, which is commonly called as topic sentence. The readers, then, can straightly point or locate it within the common position in which the topic sentence takes place. They are at the beginning, in the middle, and at the end. The more detail explanation will be presented in the sub chapter below.

2. ***Implicit Main Idea***

In paragraph in which no sentence clearly expressed the main idea, the readers have to figure it out (McWhorter, 1989:110). The readers, in this case, are required to formulate from the details or facts given and then, express it for themselves by using their own words. Hence, implicit main idea is typically more difficult to be found than the explicit main idea.

2.2.3 The Position of Main Idea in a Paragraph

It is stated in the previous explanation that paragraph is a series of sentences that develop or support one main idea that is commonly expressed in a sentence called topic sentence. The topic sentence can be located everywhere in a paragraph (McWhorter, 1989:107). However, there are several positions where it is most likely to be found. They are at the beginning or first, in the middle, and at the end of a paragraph (McWhorter, 1989:107-108).

1. ***Topic sentence at the beginning of a paragraph***

Most of the time, topic sentence is located at near or beginning of a paragraph (Wood 1996:190). In this type of paragraph, the author begins with a topic sentence, which states main idea and continues with supporting details that develop and comment on it. The following is the illustration:

> Another important event in the early 1970 was the *Watergate scandal, which affected the public on the same level psychologically as the Vietnam War.* The Vietnam conflict had ended and we lost face as a result of it. However, Watergate was to drop a great blanket on our trust in government. Everything ugly in American society was reflected in Watergate, which was devastating in its impact. Society had changed, and

the result was massive depression. The American people have lost faith in our government; it does not seem as if we got it back during the 1970s.

(McWhorter, 1989:107)

In the above paragraph, the writer first states the main idea; *Watergate scandal had a psychological effect on the public*. Then, he exposes the details on the rest of the paragraph to support and give further explanation of the topic discussed in the paragraph.

2. *Topic sentence at the end of a paragraph*

The second most likely place for a topic sentence is in the last sentence in a paragraph (McWhorter, 1989:107). When using this arrangement, the author leads up to the main idea and then directly establishes it at the end. Here is the example:

At the beginning of this century, only eight percent of marriages ended in divorce. In 1976, just over fifty percent did. The dramatic change doesn't necessarily mean that people were happy in marriage in the old days and are unhappy today. Expectations have changed, and divorces are now much easier to come by. People who years ago might have suffered along now sever the marriage bond. Yet, however the statistics are interpreted, it is clear that *there is a reservoir of dissatisfaction in many marriages.*

(McWhorter, 1989:107-108)

This paragraph provides first with statistics on the increasing rate of divorce. It continues with possible reasons for the increasing rate. Finally, it ends with a general statement of what the statistic do show-*that there is much dissatisfaction in many marriages.*

3. *Topic sentence in the middle of a paragraph*

If the topic sentence is neither found at first nor last of a paragraph, it may appears somewhere in the middle of the paragraph (McWhorter, 1989:108). In this arrangement, the sentences before the topic sentence lead up to or introduce the main idea, while those that follow the main idea illustrate or give more details of it. Example:

You could be the mechanical genius since Thomas Edison, but if no one knows about your talent or sentence in a position to judge it, you are wasting your time. *Being in the right field is important, but within that*

field, it is also a good idea to maintain a high degree of visibility. If you've got the potential to be a brilliant corporate strategy, you may be wasting your time working for a small company employing dozen or so workers. You'd better off working for a large corporation where you have the opportunity to take off in any number of directions, learn how the different departments interface, and thus have a larger arena to test your skills.

(McWhorter, 1989:108)

In this paragraph, the writer begins with an example of to be the greatest mechanical genius by using Thomas Edison as the figure. He, then, states the main point, *-Being in the right field is important, but within that field, it is also a good idea to maintain a high degree of visibility-* and continues with examples that illustrate the importance of visibility in career advancement.

2.2.4 Some Ways to Identify Main Idea

According to McWhorter (1989:106-107) there are three ways that can be adopted in the effort of finding out the main ideas. They are locating the topic, locating the topic sentence, and studying the details.

1. Locating the Topic

Topic as the central point to be developed overall the paragraph is considered to be the key point to come up with the main idea. It is due to the fact that the main idea, as noted before, is the most general statement established by the writer to expose the topic. Through the main idea, the writer wishes the readers to know about the topic. Thus, locating the topic has great deal relation to point out the main idea. The same opinion professed by Wood (1996:190) says that locating topic is one way to come up with main idea.

Concerning with this, McWhorter (1989:106) suggests the following question to be adopted in finding the main idea, "What is the one most important thing to know about the topic?". Wood (1991:126) also reveals the same opinion in relation to apply this question in finding the main idea. As the illustration, the paragraph below is given:

Family violence is a wide spread problem in the United States. Family disputes account for 30% of the aggravated assaults and 33% of homicides. More police officers are killed handling domestic disputes than in any other

activity. We often assume that such violence is carried on by people who are mentally deranged, but research had found that this is not true. Normal people in all walks of life and at all economic levels fall victim to family violence.

<div align="right">(McWhorter, 1989:106)</div>

In the example above, *family violence* is the topic since *family violence* becomes the one thing which is discussed in the overall paragraph. It is supported by statistics and some facts as the details to make it clearer and understandable. Then, the author expresses the most general statement about the topic in the first sentence-*Family violence is a widespread problem in United States.*

2. Locating the Topic Sentence

The most general sentence in a paragraph expresses the main idea. The sentence is commonly known as topic sentence. This sentence must be general enough to include or cover all the other ideas or details appear in the paragraph (McWhorter, 1989:106). Supporting this opinion, Wood (1996:190) acknowledges that topic sentence introduces discussion that may go on for one or several paragraphs. It states the topic and an idea about the topic and gives control as well as direction to the remaining part of the discussion. Further, he adds that topic sentence will give an aid to the readers to focus on the major ideas and grasp of how they are developed.

In the above paragraph, the first sentence-*Family violence is a widespread problem in United States* is the topic sentence. It states the topic and is supported by the next sentences to convey the facts as the detail of this problem.

3. Studying the Details

It has been explained before that main idea must connect, draw together, and make the rest of a paragraph meaningful. It implies that main idea as the idea in which all details, facts, and even the illustration appearance is made up to describe or explain the main idea. In brief, details are used to make the main idea clearer, interesting, memorable and easier to be understood.

Of all the explanation, inferring unstated main idea should be taken into great deal attention as well. Relating to this, Wood (1996:193) professes that when there is no topic sentence that directly expresses what a paragraph or longer section of material tell is, the readers have to look for words and phrases which, when taken together, summarize the idea in the paragraph. Similarly, McWhorter (1989:110) comments that in paragraph in which no sentence vividly states the main idea, the readers must figure it out from each details or facts supplied in the paragraph and then, determine the meaning of the paragraph as a whole in their own words. So, by studying the details, it can help the readers find the main idea whether it is stated explicitly or implicitly. The paragraph below is presented as the illustration:

> In the past, most individuals were educated during a specific period of their lives. By the time they reached their mid-20s, they could retire their notebooks, textbooks, carbon paper, scratch pads, pencil and pens and then concentrate on building their careers. Tomorrow's workers have to hold on to their training paraphernalia because they can expect to be retrained throughout their working lives. It may mean taking company –sponsored courses every few months after work seminars, or spending a number of days or weeks in a nearby university attending lectures at different points during the year.
>
> (McWhorter, 1989:111)

In the paragraph above, the writer established a topic about *education*. As we noticed here that the explanation begins with the story of human's education in the past that took place during a certain time. Then, the writer explains about the development of education in the mid-20s. Finally, he predicts that in the future, education will continue throughout a persons' life with different system by considering their life's needs. So, every sentence in that paragraph discusses about education. Up to the end of the sentences in the paragraph, however, there is no single sentence that states the idea clearly. Therefore, the readers have to infer the idea from the way all the sentences in the paragraph work together, and then, they will come up to the conclusion that *education is changing* as the central idea that is developed in the paragraph.

2.3   Some Factors Affecting the Achievement to Identify Main Ideas

As stated in the previous explanation, identifying main ideas in a paragraph has close relationship with reading comprehension of reading texts. However, there are still some obstacles that affect the process of comprehending the reading materials. According to Aslanian (1985:20), there are two factors that affect students' reading comprehension: students' factors and material's factors.

2.3.1   Students' Factors

a.   Students' attitude.

The term 'attitude' means the way of feeling, thinking, or behaving (Hornby, 1987:50). It also refers to any psychological or mental behavior owned by the students. Motivation and interest are included in this term. According to Simanjuntak (1988:2), motivation is the key for learning. It refers to an inner drive, impulse, emotion, or desire that move one to particular action (Brown in Simanjuntak, 1988:2). Further, Shepherd in Simanjuntak (1988:2) confirms that a student who reads because of lack of motivation wouldn't get the practice as he/she needs in reading skill.

Students who have high motivation in obtaining of any kind information or knowledge through reading materials are mostly easier to comprehend the reading texts. Like wise, the students with high interest in doing reading activity along their spare time, are likely have higher reading ability than those who don't. It is due to the fact that they have positive attitude towards the target language being learned that make them feel comfort in doing such kind of reading activity. As stated by Kustaryo (1988:21) one of the factors which influences the students when learning a language is the students themselves. Besides, the two aspects,-motivation and interest- also influence the way they assume reading as an interesting activity to absorb knowledge and information as well as get enjoyment. Consequently, they would not get any significant difficulties in acquiring the ideas or points presented in the text. In sum, both aspects impel the success or the failure of the students to be good readers.

b. *Students' background.*

Concerning with background or prior knowledge, Cheung (2001:58) notes that there are two types of prior knowledge: subject knowledge and encountered knowledge. The first is students' previous knowledge of subject as learned at school. The second is what students have learned through their interactions with the world (e.g. events and experiences in their own life; popular culture). He adds that in fact, teacher often neglects the second type of the prior knowledge, whereas if he/she introduces new material by drawing upon those two prior knowledge, the students will find it easier to make sense of their learning and will be more willing since students' encountered knowledge mostly come from popular culture.

Similarly, Anderson *et al.* (1969:142) comment that knowledge of students' background and his personality pattern could suggest why he finds it hard to read and learn. It means that when the students have enough background of the material, it will help them minimize the difficulty in comprehending the materials. It is because they put that knowledge in reconstructing the points or main ideas exposed in the text. For example, they already know the word 'animal' so, if there is a word denoting the kinds of animals like dog, cat, chicken, bird, etc. they will be able to imagine those features (Simanjuntak, 1988:4).

Thus, it can be inferred that students' background is badly helpful to comprehend reading materials as it makes the materials easier to be understood, more interesting and easier to be remembered when the students can connect it with their own experiences. Besides, reading is mainly an active process which depends not only on comprehension skills, but also on students' experiences and prior knowledge to come up with the central thought or main ideas developed overall a paragraph.

c. *Decoding skill.*

Carrel *et al.* (1995:2) define decoding as a process of reconstructing the author's intended meaning via recognizing the printed letters and words to build up meaning for a text. Besides, students must connect and draw connection between the internal and external clues in the text.

According to Wood's opinion (1991:60-61) internal clues are the elements that make up a word which are derived from other languages and which contribute to its meaning (e.g. word's prefixes, roots, and suffixes), while external clues deal with the context in which the word appears, to study the way it is used by the author. In reading activity, less attention on this skill will greatly affect the comprehension level since the process of reading, actually, needs much more attention of decoding of the message presented in the text than just read the words and sentences without achieving nothing. In other words, students' success in recognizing the words and sentences on the page indicates their success in deriving meaning and the central points discussed in a paragraph. Hence, good decoding skills are crucial for good reading to make the readers be able to find and grasp main idea of the paragraph being read.

d. *Reading purpose.*

Having a purpose in reading is a part of effective motivation (Simanjuntak, 1988:2). It will be helpful for the students to get familiar with the information needed since it has close relationship with the techniques that can be applied in finding the information supplied. If the students merely want to grasp the general ideas of the text, they can apply skimming technique. Meanwhile, if they intend to get the specific or details information of the text, scanning technique is the most appropriate way to gain this purpose. Therefore, having purpose in reading and suitable techniques to acquire the information needed are useful for students to come to the main ideas presented in a text.

2.3.2 Material's Factors

a. *Specialized vocabularies.*

The specialized vocabularies generally refer to specialized term in a certain field. For example, such terms in medical or philosophy books will make the students less enthusiasm to follow as well as to grasp the content. When there are many new vocabularies appear in the text, the material become elusive for the students that may affect their ability to grasp main idea as well as to understand the content as whole. Consequently, they will be less enthusiastic to follow the material and even discouraged to grasp the content as there are too many unfamiliar words.

b. *Complicated grammatical structure.*

When the sentences in a passage are long and involving many complex sentences, it will be much more difficult for the students to grasp the ideas of it as a whole. It is in lines with statements proposed by Rusli *et al.* (1986:4.1) and Geddes and Gill (1981:26). They affirm that long sentences, sentences that have more than one meaning or sentences which contain difficult grammatical patterns, often cause comprehension problems. Because of that, students often get ambiguity or uncertainty to catch up the presented meaning from those long sentences and they may just read the material without fully understanding of what is actually meant to them. As a result, they may lose some points or ideas discussed in the text.

c. *Extremely difficult concept*

Geddes and Gill (1981:5) point that the complexity of the concept expressed becomes one of the aspects that make the text difficult. Similarly, Wood (1991:6) says that when the material is easy and reader has sufficient background about the subject, he/she will 'just read' and understands enough. On the contrary, when the material is complicated or

new to him/her, active strategies can help him/her to get meaning when 'just reading' is not enough. The philosophical concept, for instance, which is rarely read or even discussed in their class, will become the barrier for the students' comprehension. Besides, they still don't have enough knowledge to get familiar with the topic being discussed. So, the process of getting or requiring meaning from the text will be interrupted by their lack of knowledge to the difficult concept. As the result, they would not get the main ideas conveyed in the text completely.

Having known the two main factors that affect students' achievement to identify main ideas, therefore, the teacher must be careful in considering the students' factors and also the materials' factors in giving assignment as well as in teaching of reading in order to provide the students with suitable materials and appropriate teaching techniques.

2.4 Teaching Techniques in Reading Comprehension

Kustaryo (1988:3) says that apart from vocabulary proficiency, teaching techniques are the second foundation to understand the target language. They play an important role to understand the reading materials and also facilitate students to be an efficient reader,-getting their purpose or intention by applying the best-suit reading technique. As mostly known that there are many techniques in teaching reading such as skimming, scanning, reading in detail, reading aloud and silent reading. However, this section will only focus on reading techniques namely skimming and scanning since they have been familiar in the atmosphere of English teaching particularly in teaching reading. Moreover, English teaching in Senior High School is the domain of this discussion.

2.4.1 Skimming

Skimming as professed by some experts (Rusli *et al.*, 1986:6.1; Simanjuntak, 1988:54; and Kustaryo, 1988: 5-7) is a sort of technique in reading that is used to catch the gist of a text by glancing rapidly over of it without a lot of

detail. In preview skimming, students may read the introductory information, the headings and subheadings, and the summary if one is provided (Kustaryo, 1988:5). After skimming, they can decide whether they will read the material more thoroughly and rapidly as it is relevant with their work or not. Supporting this, Simanjuntak (1988:55) notes that skimming is a skill that requires concentration, adequate knowledge of vocabulary and comprehension skills. Students need much more practices in order to get familiar with this skill as well as to fulfill their purposes. Equipping these objectives, they can skim by reading key words of a certain text. However, they must convince themselves that they can skip words and still reading. This can be done by omitting some unnecessary words, phrases, and sentences as some publishing companies have proven that not every single word is essential to build up meaning of stories or books (Simanjuntak, 1988:54). With concentration and practice, students can learn to select the key words and phrases so that they can absorb the material quickly. Similarly, Rusli *et al.* (1986:6.1) assert that mastering the skimming technique means mastering the skill to look for main ideas in paragraphs. In sum, by learning to skim, students can develop their skill to strengthen comprehension of main ideas.

To be more specific, Simanjuntak (1988:55) acknowledges some example questions that can be applied by the teacher to train the students skimming. The following are the questions:

- Which of these topics are dealt with in the text? (A list of topics is given of a single text).
- Which of these texts deal with? (Several texts supplied; one or more deal with the given topic).
- Which text belongs to this picture/diagram? (One picture and several short texts are supplied).

To answer the questions, the students are required to read the text at glance and then express it in sentences rather than in single words; or say it briefly what a text is about.

Finally, it can be concluded that teacher's role is badly needed in improving students' achievement to identify main ideas in reading texts as it will automatically influence their achievement in reading comprehension. Thus, it should be taken with great care by giving students more exercises in order to get sense with the techniques explored.

2.4.2 Scanning

On the contrary with skimming, scanning is used to obtain specific or piece information such as a name, a date, and a number. According to Simanjuntak (1988:59) it is a searching process that requires the students to float over the material until they find what they need. He adds that to scan efficiently, the students should have clear idea of what they are looking for, where they are likely to find it, and how they can recognize the information when they see it. If they intend to find a date, numbers might be used as the clue; if name is to be the concern, they can use capital letters as the clue. He also points that scanning should contribute to build students' confidence by showing them how much they can get simply by looking at some prominent parts of an article, catching a few words and reading a few paragraphs. In brief, it is aimed to make the students to be better readers,-readers who can decide quickly what they want or need to read.

Of all the explanation above, skimming is the most suitable technique to teach main ideas as a part of reading materials that should be given to the students intensively to help them out of the problems they have in understanding English texts.

III. RESEARCH METHODOLOGY

It is essential to give elaboration of what was investigated and the guide framework of this research. Hence, this chapter presents the discussion of the research method applied in this research. They are research design, area determination method, research respondents, data collection method and data analysis method that are presented in turn respectively.

3.1 Research Design

According to McMillan (1992:143), research design is the way in which the data or information is gathered. Another explanation given by Arikunto (2002:45) proposes that research design is a plan or design made by a researcher as an estimated activity that will be done in a research. The statements above clarify that research design is immensely valuable as a guidance in conducting a research.

This research was aimed to describe the achievement and factors affecting the achievement to identify main ideas in reading texts of the second year students of SMUN 1 Rambipuji Jember in 2003/2004 academic year. Thus, the appropriate design employed was descriptive research. In accordance with this, Arikunto (1998:245) states that descriptive research is a kind of research that does not need to prove a hypothesis but it describes a phenomenon or a real condition occurred in the field. It means that the researcher does not need to formulate a hypothesis as well as to prove it as she/he merely wants to describe everything happened in the real condition vividly.

The fundamental steps that were applied in this research are as follows:

1. Checking the homogeneity of the population by using ANAVA formula from their scores of reading achievement test that was done by the English teachers;

2. Determining the research respondents by using cluster random sampling by lottery;

3. Constructing the research instruments (free-guided interview, reading test, and structured questionnaire);

4. Collecting data by giving reading test and questionnaire to the students, and conducting interview with the English teacher;

5. Analyzing the collected data;

6. Drawing conclusion of the research result.

3.2   Research Area Determination Method

In determining the research area, purposive method was applied in this research. The purposive method was chosen because it enables the researcher to gain the data required. Arikunto (2002:117) reveals that purposive method is a method employed in choosing research area based on a certain purpose and reason.

This research was conducted at SMUN 1 Rambipuji based on the following considerations. Firstly, the English teacher had been teaching the reading material concerning with identifying of both explicit and implicit main ideas. Secondly, there was no researcher yet who has investigated this phenomenon -the students' achievement and its affecting factors in identifying main ideas in reading texts- in this school. As asserted by McMillan (1992:144) descriptive study is particularly valuable if the area is first investigated. In other words, this area was suitable to be investigated to have the picture of the condition as stated in the research problems. Thirdly, the researcher got official permission from this school. Of all the reasons, the availability of the data needed was the main consideration in choosing the research area.

3.3   Research Respondents Determination Method

Respondents are the persons who give responses or answers to the questions delivered by the researcher either in oral or written form (Arikunto, 2002:122). Similarly, McMillan (1992:68) defines respondents as persons from whom data are gathered. Dealing with the explanation above, the second year students of SMUN 1 Rambipuji in 2003/2004 academic year were chosen as the

respondents by adopting cluster random sampling by lottery. This level was chosen because they had got the reading material concerning with both explicit and implicit main ideas since they were in the first grade. Besides, selecting subject that owned the greatest and richest information becomes the main reason in determining the research respondents as it is in line with the objective of descriptive research.

The total number of the population was more than 100 students, that was 197 students who were divided into five classes with the following compositions: 2-1 and 2-4 consist of 40 students for each class, and for the other classes, 2-2, 2-3, and 2-5, they consist of 39 students for each class. Thus, proportional random sampling by lottery was employed to take the respondents. As stated by Arikunto (2002:112) the whole population can be taken as respondents if they are less than100 persons, but if they are more than 100 persons, it is allowed to take 10%-15% or 20%-25% of the whole population as the respondents. Moreover, adopting this sampling method was aimed to give an equal chance to all of the members of the population of being selected so that the research result became more representative. Since the second grade students of this school were taught by two English teachers, therefore, four classes that were taught by the same teacher were chosen as the respondents. They were II-2, II-3, II-4, and II-5; while II-1 was used as piloting class to investigate the difficulty level of the reading test items and to know the sufficiency of the time allocated in doing the test. Thus, this class was not included in the research respondent.

Moreover, Arikunto (2002:110) confirms that sampling method can be adopted in a research only if the subjects of the population are known homogenous. Thus, before determining the respondents, the homogeneity of the population should be found. In this research, the homogeneity of the population was analyzed by using ANAVA formula from its scores of reading achievement test that was done by the English teachers.

3.4 Data Collection Methods

The term 'data', according to Fraenkel and Norman (2000:127) refer to the kinds of information researcher obtains on the subjects of his/her research. In acquiring the data needed, triangulation method was applied in this research. As defined by Fraenkel and Norman (2000:506) triangulation is a way of collecting data by using a variety of instruments. Further, they point out that when the conclusion is established by using supporting data from different instruments, the validity will be enhanced thereby. Concerning with the explanations above, the intended data for this research were obtained by using free-guided interview reading test, and structured questionnaire.

3.4.1 Free-guided Interview

In relation to interview, Arikunto (2002:132) gives definition of interview as a kind of dialogue handled by an interviewer to gain information from interviewee. In this research, free-guided interview was applied to the English teacher of the second year of SMUN 1 Rambipuji to access more informative and credible information as well as to support and crosscheck the data got from the reading test and questionnaire. In accordance with this, Blaxter *et al.* (1997:153) suggest that this technique can be very useful to collect data which would unlikely be accessible through observation or questionnaire. Arikunto (2002:202) notes that the advantage of using free-guided interview is that it can investigate more information in more detail. It could lead the researcher to have further questions that were relevant to the main questions.

To be more specific, this technique was used to dig about the teaching technique in reading particularly the ones concerning with identifying main ideas. It also asked many other factors related with the teaching learning process in reading class. The questions in detail can be seen in Appendix 2a.

3.4.2 Reading Test

Referring to Sudjana's opinion (1992:35), test is a set of questions given to the respondents to gain the answers in the form of oral, written, or action. Similar

statement professed by Arikunto (2002:127) defines test as a set of questions, exercise or other means of equipment, which are used to measure skill, knowledge, intelligence, ability or talent of individuals or groups. In this research, reading achievement test was used to gain the quantitative data that is the students' achievement in identifying main ideas in reading texts. As propounded by Saukah (1997: 22) the aim of achievement test is to measure the students' success in achieving the materials given as stated in the syllabus. Further, Hughes (1989:10) expounds that achievement test is used to measure the individual students or the courses themselves in achieving objectives.

In relation to the test type, objective test in the form of multiple choice was selected because it can cope broader materials and is easier to score (Sudjana,1992:48). Further, Hughes (1989:59) elaborates that the most obvious advantage of using multiple choice test is that scoring can be perfectly reliable. It means that by using multiple choice tests are able to avoid subjectivity in the scoring process since the definite answers has been provided. Besides, the test result was consistent by whoever and whenever the test scored.

The test was administered within 90 minutes. It consists of 9 texts with 20 items that cover of both explicit and implicit main ideas. From those items, 16 items were used to measure the explicit main idea, which was scored 4,5 points for each and 4 items were used to measure the implicit one that was scored 7 points for each so that the total score was 100 points. The different scores between the explicit main idea and the implicit one were based on the consideration that characteristically, implicit main idea was more difficult than the explicit one. To locate it, the students had to infer the content of the paragraph first then, expressed it by using their own words. Thus, the score for the implicit main idea was higher than the explicit one. Furthermore, from the pre-interview with the English teacher, it was known that implicit main ideas in English reading texts materials for the level of SMU were rarely used. The information gained, therefore, became the main consideration in determining the total number of the test items in which implicit main ideas were less than the explicit one.

Dealing with the appropriateness of reading test materials, Weir (1993:67) asserts that the text should be at an appropriate level in terms of prepositional content for the sample addressed by the researcher. It should not contain too much new, densely packed information in which the candidates are overwhelmed. It means that the reading materials should be selected carefully with great consideration towards the level of the research sample. To come to this purpose, the researcher proposed 13 reading texts to both the English teachers of the second grade students of this institution as the evaluators with consideration that they knew more about the students' ability in reading comprehension so far, and then analyzed them. The appropriateness of the reading test was intended to make sure that the reading materials were appropriate to be given to the research respondents. The language aspects that were analyzed include vocabulary difficulty, grammatical structure, content, and match to curriculum. The detailed result of the appropriateness of reading test materials done by the English teachers can be seen in Appendix 3, while the recapitulation of the analysis was presented in Table 1 below:

Table 1: The Recapitulation of the Analysis of the Appropriateness of Reading Test Materials

Texts	Evaluation								Total Scores	Notes:
	VD		GS		C		MTC			
	A	B	A	B	A	B	A	B		
1*	3	3	3	3	3	4	4	3	26	**VD:** Vocabulary Difficulty
2*	3	3	4	3	3	4	3	3	26	**GS:** Grammatical Structure
3	3	2	2	3	3	3	3	4	23	**C :** Content
4*	4	3	4	3	3	4	4	4	29	**MTC:** Match to Curriculum
5*	4	4	4	4	3	4	4	4	31	**A & B:** Evaluator
6*	3	3	4	3	4	4	4	4	29	
7	3	3	3	3	3	3	3	3	24	*Interpretation:*
8	3	3	3	4	3	3	3	2	24	The highest score=32 (Appropriate)
9	3	2	3	3	3	3	3	4	24	The lowest score=8
10*	4	3	3	4	4	4	4	4	30	(Not Appropriate)
11*	3	3	3	4	3	4	4	4	28	* The appropriate ones
12*	4	4	4	4	3	4	3	4	30	
13*	3	4	3	4	4	4	4	4	30	

Based on the analysis, four texts were dropped because they had lower scores among those thirteen texts. Thus, the researcher took 9 texts (1, 2, 4, 5, 6, 10, 11, 12, 13) to compose the reading test since they had higher scores among the others, means that they were more appropriate. Afterwards, the reading test was piloted to know the difficulty level of each items. The specific procedures of constructing the teacher-made test were illustrated in Appendix 2b.

As expounded by some experts such as Kerlinger (1998:730-731), (Sudjana & Ibrahim, 1989:100), Hughes (1989:42) and Margono (2000:170) there are, at least, two qualifications that have to be fulfilled in constructing a good test. They are validity and reliability. Hence, the two aspects must be established to obtain qualified data. Validity as defined by Kerlinger (1998: 730-731) is the degree of the test accuracy to measure what should be measured, while reliability means the stability or the consistency of the test's scores from one administration to another. It means that a test which was considered reliable would give similar scores though it was tested at different time to the different respondents with similar ability.

Regarding with the test validity, this reading test used content validity since it can cope the representativeness of the materials of the language skill which was measured, that was reading comprehension on the part of identifying main ideas. Concerning with this, Fraenkel and Norman (2000:170) affirm that content validity is the appropriateness and the representativeness of the instruments to the content to be assessed. Further, Hughes (1989:21) asserts that a test will have content validity only if it includes a proper sample of the language skill or structure which is meant to be concerned. He also adds that the essential thing of content validity is that it will become an accurate measurement of what is supposed to be measured. To meet this purpose, the test items were constructed based on the material stated in 1994 English Curriculum for SMU particularly for the second grade in the first term with the following themes: Agriculture, Culture and Art, Geography, and Welfare (*Depdikbud*, 1999:11-12).

Relating to the test reliability, since this test was established based on the content validity, therefore, it was considered to be reliable. This is in accordance

with Weir's (1993:33) and Hughes's (1989:42) opinion that a valid test must be reliable since it provides consistently accurate measurement to what is concerned to be measured; but a reliable test may not be valid at all.

According to Arikunto (2000:215-218) there are two types of tests, standardized test and teacher-made test. When a researcher uses a standardized test, he/she does not need to pilot it for it has already been valid and reliable. On the contrary, if he/she uses non-standardized test or what is called as *locally developed test* (McMillan, 1992:118), it must be piloted previously in order to know to what extent the teacher-made test was valid and reliable, whether the instructions were obvious or not, and whether the time allocation was sufficient or not. Besides, it is essential to know the difficulty level of each item. Sudjana (1992:135) says that one of the qualifications of a good test is having balance proportion of the test items for each category; whether it is easy, sufficient, or difficult. Opinions about the importance of piloting the teacher-made test are also revealed by some experts such as Surakhmad (1990:2214), Sudjana & Ibrahim (1989:100) and Yousda & Arifin (1993:61).

To investigate whether the teacher–made test have these qualifications, thus, the first step that was done was to try out the test (piloting). The try out was administered to the students of class 2-1 since they were the subjects that have the most similar English scores to the five classes.

Afterwards, the results were analyzed to know the difficulty level of each item by adopting the following formula:

$$I = \frac{B}{N}$$

Notes:

I = The level of difficulty

B = The number of the students who give correct answer

N = The total number of the students taking test

Then, the difficulty level gained consulted to the following categories:

0,00 – 0,30   : difficult

0,31 – 0,70   : sufficient

0,71 – 1,00   : easy

(Adopted from Sudjana, 1992:137)

3.4.3 Structured Questionnaire

Questionnaire is a way of gathering information through written question (Blaxter *et al.*, 1997:142). In this research, structured questionnaire was carried out to the students after they got reading test. It was aimed to dig in depth about some factors that affect the students' achievement to identify main ideas in reading texts. This type of questionnaire was also aimed to ease the students since the answers were provided. As stated by Fraenkel and Norman (2000:439) structured questionnaire is easy to use, score, and code for analysis because all of the respondents give response to the same options. The details of questionnaire can be seen in Appendix 8.

3.5 Data Analysis

Data analysis as the important step in drawing conclusion in a research needs to be considered with care in order to establish the mutual and credible conclusion. The data gained in this research was analyzed statistically and non-statistically because the data got are in the form of quantitative and qualitative.

The quantitative data that was obtained from the reading test was analyzed statistically in the form of percentage by using the formula below:

$$\sum = \frac{n}{N} x 100\%$$

Notes:

$\sum$ = The percentage of the students' achievement to identify main ideas in reading texts

n = The students' obtained scores

N = The total score of the test items

(Adapted from Ali, 1998:186)

Then, the results were classified based on the following table.

Table 2. The Classification of the Score Levels

Score	Category	
	English	**Indonesian**
80-100	Excellent	Bagus Sekali
70-79	Good	Bagus
60-69	Fair	Cukup
30-59	Poor	Kurang
0-29	Failed	Gagal

(Adapted from *Depdikbud*, 1999:85)

Meanwhile, the qualitative data gained from the questionnaire were quantified by applying rating scale with the scores as follows: "Ya" (2), Kadang-kadang" (1), and "Tidak" (0). The next step was finding mean of each item by dividing score of each item with the total respondents and then, classifying items of each factor into category of 'High' (H) or 'Low' (L) based on the following procedures:

a. Item which had higher mean than the total mean, was categorized as 'High' (H) category.

b. Item which had lower mean than the total mean, belonged to 'Low' (L) category.

Having got the category of all the items, the next step was drawing inference about the items belonged to 'High' or 'Low' category.

(Adapted from Arikunto, 2002:215-216)

IV. RESEARCH RESULTS, DATA ANALYSIS AND DISCUSSION

This chapter deals with the research results, data analysis, and discussion, while the data presentations are enclosed in Appendixes.

4.1 Research Results
4.1.1 The Result of Homogeneity Test

It was stated in Chapter III (p.32) it was essential to analyze the homogeneity of the population before taking the research respondents by adopting sampling technique. In this research, the homogeneity of the population was analyzed statistically by applying ANAVA formula from their scores of reading achievement test that was conducted by the English teachers. The scores were got from the students of those five classes since they were the population in which the research was conducted. The detailed presentation of the data analysis was presented in Appendix 9.

The analysis showed that the F-test result was 0,85 whereas the F table with significance level of 5% and dfb of 4 and dfw of 192 was 2,41. The result of the F-test was less than the F table (0,85 < 2,41). It means that there was no significant difference of the English abilities among those five classes of the second year students of SMUN 1 Rambipuji in 2003/2004 academic year. In other words, the population was homogeneous. Thus, one class was taken as the research respondents by adopting cluster random sampling by lottery. In this case, class II-2 with the total students of 39 was determined as the respondents. The names of the respondents are provided in Appendix 11.

4.1.2   The Result of Interview

In gaining the relevant data concerning with some aspects in teaching reading particularly the ones dealing with main ideas and some other points about students' achievement in identifying main ideas (see Appendix 3), the researcher had conducted an interview with the English teacher on Wednesday, December 31st 2003.

The teacher applied some reading techniques such as skimming, scanning, reading in details, reading aloud, and silent reading. Among those techniques, he focused on skimming technique in presenting the reading materials on the part of identifying main ideas. Moreover, in presenting the reading materials, the teacher led the students to grasp a text by asking them what actually the main point of each paragraph was. In addressing this purpose, he usually asked the students to read the text twice or three times at glance simply to give chance to them to get the general idea discussed in the text. Then, he asked some questions which led to the main idea of each paragraph.

Concerning with the proportion of both main ideas in the English textbook, he said that explicit main ideas were more explored than the implicit ones. Thus, the students had got more exercises on the explicit main ideas than the implicit ones. Since explicit main idea was easier to be located as it was directly stated in the topic sentence, hence, in determining the implicit main idea in which students commonly had difficulty to locate it, the teacher helped them analyze the sentences in a paragraph in order to get the key words that could be used to express the central idea of the paragraph.

Further, he informed that since English was not the students' mother tongue, thus, it becomes the problem in teaching learning process including teaching reading. He also said that the students still had poor motivation and vocabulary that affected their ability to identify main ideas so far. Since main idea was the central thought of a paragraph, therefore, these two aspects also affected their reading comprehension. Equipping these problems, the teacher tried to build a comfortable situation during the teaching learning process by attempting a good class management to minimize the students' boredom. Besides, he gave various texts with different topics from many sources such as English for SMU 2 published by PT. Intan Pariwara and Windows of the World, English for SMU 2 published by Airlangga. Apart from those efforts, he also gave them exploration of the importance of English for their future since it had become the key language of most of the fields in this millennium era. Therefore, having good ability in English was relatively important to gain a better future.

4.1.3 The Result of Try Out

Try out or piloting the test was administered on Saturday, January 3rd 2004. Referring to the explanation in Chapter III (p.32) try out was conducted to class II-1 which was meant to know the difficulty level of each items since one of the qualification of a good test is having balance proportion of the test items for each category: difficult, sufficient, and easy (Sudjana, 1992:135). The result of try out scores can be seen in appendix 12.

4.1.3.1 Difficulty Level

In analyzing the difficulty level of the test items, the first step that must be done was to count the number of the students who give correct answer for each item (B) and divide it with the total students who give response (N). The result, then, was consulted to the following categories:

$0,00 - 0,30$: difficult

$0,31 - 0,70$: sufficient

$0,71 - 1,00$: easy

(Adopted from Sudjana, 1992:137)

Having been consulted to the categories, 6 items were categorized into difficult category, 7 items belonged to sufficient category, and 7 items belonged to easy category, means that from those 20 items, they had balance proportion of each category (See Appendix 13). In other words, the test had fulfilled one of the qualifications of a good test besides validity and reliability that were discussed previously in Chapter III. Thus, the test could be used as the test instrument to investigate the students' achievement to identify main ideas in reading texts.

4.1.4 The Result of Reading Test

The reading test was conducted on Tuesday, January 6th 2004. The result of the test is presented in the following table:

Table 3. The Students' Scores of Reading Test

Subject	Indicators		Total
	Exp. Main Idea	Imp. Main Idea	
1	49,5	7	56,5
2	45	14	59

3	54	7	61
4	45	14	59
5	45	21	66
6	45	7	52
7	31,5	7	38,5
8	58,5	7	65,5
9	49,5	7	56,5
10	40,5	7	47,5
11	31,5	14	45,5
12	45	14	59
13	58,5	7	65,5
14	49,5	14	63,5
15	54	7	61
16	54	7	61
17	54	14	68
18	45	14	59
19	45	14	59
20	40,5	14	54,5
21	49,5	21	70,5
22	54	7	61
23	45	14	59
24	58,5	7	65,5
25	49,5	14	63,5
26	36	14	50
27	31,5	7	38,5
28	31,5	14	45,5
29	54	21	75
30	49,5	21	70,5
31	45	14	59
32	54	7	61
33	49,5	0	49,5
34	40,5	14	54,5
35	49,5	21	70,5
36	31,5	14	45,5
37	54	7	61
38	45	14	59
39	40,5	14	54,5
Total	1809	462	2271

4.1.5   The Result of Questionnaire

Questionnaire that was intended to obtain the data of the factors affecting students' achievement to identify main ideas in reading texts was administered on Wednesday, January 7th 2004. It was given to class II-2 as the research respondents.

The following table is presented to give detailed description of the items used in the questionnaire for each factor.

Table 4. The Items' Distribution of the Factors Affecting Students' Achievement to Identify Main Ideas

No.	Factors	Items Number	Total Items
I	*Students' Factors* 1. Attitude 2. Background 3. Reading Purpose 4. Decoding Skill	1, 2, 3, 4, 5 6 7 8, 12, 13	10
II	*Material's variables* 1. Vocabulary 2. Complicated Grammatical Structure 3. New concept	9, 14, 15, 16 10 11	6
	Total Items		**16**

The above table showed that there were 10 items used to investigate the students' factors and 6 items for the intention of investigating the material's factors that affected the students' achievement to identify main ideas in reading texts. For the detailed analysis, it will be presented in the next sub chapter.

4.2   Data Analysis

4.2.1 The Analysis of Reading Test

As it was mentioned in Chapter III (p.34) the total items for the explicit main idea were 16 items, which were scored 4,5 for each item so that the total scores were 72, while the items of implicit main idea were 4 items with 7 points for each item and the total scores were 28.

Having gained the data concerning with the students' scores in identifying main ideas in reading texts, the data, then, were analyzed by using the following formula:

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

Notes:

$\sum$ = The percentage of the students' achievement to identify main ideas in reading texts

n = The students' obtained scores

N = The total score of the test items

(Adapted from Ali, 1998:186)

Table 5. The Analysis of Students' Scores to Identify Main Ideas

Subjects	Explicit Main Idea			Implicit Main Idea		
	n	N	%	n	N	%
1	49.5	72	68.75	7	28	25
2	45	72	62.5	14	28	50
3	54	72	75	7	28	25
4	45	72	62.5	14	28	50
5	45	72	62.5	21	28	75
6	45	72	62.5	7	28	25
7	31.5	72	43.75	7	28	25
8	58.5	72	81.25	7	28	25
9	49.5	72	68.75	7	28	25
10	40.5	72	56.25	7	28	25
11	31.5	72	43.75	14	28	50
12	45	72	62.5	14	28	50
13	58.5	72	81.25	7	28	25
14	49.5	72	68.75	14	28	50
15	54	72	75	7	28	25
16	54	72	75	7	28	25
17	54	72	75	14	28	50
18	45	72	62.5	14	28	50
19	45	72	62.5	14	28	50
20	40.5	72	56.25	14	28	50
21	49.5	72	68.75	21	28	75
22	54	72	75	7	28	25

23	45	72	62.5	14	28	50
24	58.5	72	81.25	7	28	25
25	49.5	72	68.75	14	28	50
26	36	72	50	14	28	50
27	31.5	72	43.75	7	28	25
28	31.5	72	43.75	14	28	50
29	54	72	75	21	28	75
30	49.5	72	68.75	21	28	75
31	45	72	62.5	14	28	50
32	54	72	75	7	28	25
33	49.5	72	68.75	0	28	0
34	40.5	72	56.25	14	28	50
35	49.5	72	68.75	21	28	75
36	31.5	72	43.75	14	28	50
37	54	72	75	7	28	25
38	45	72	62.5	14	28	50
39	40.5	72	56.25	14	28	50

After analyzing the students' scores in identifying main ideas in reading texts, the next step was finding the score frequencies and classifying them into the score categories for each indicator. To make it more understandable, the following table is conveyed.

Table 6. The Score Frequencies and Categories of the Students' Achievement to Identify Explicit Main Idea in Reading Texts

No.	Scores	Frequencies	Percentage (%)	Categories
1.	80-100	3	7,69	Excellent
2.	70-79	8	20,51	Good
3.	60-69	18	45,15	Fair
4.	30-59	10	25,64	Poor
5.	0-29	-	-	Fail
	Total	**39**	**100**	

From the above table, it can be inferred that there were 3 students (7,69%) that belonged to *excellent* category, 8 students (20,51%) belonged to *good* category, 18 students (45,15%) belonged to *fair* category and 10 students (25,64%) was categorized into *poor* category. The table above showed that there was none of the students who belonged to *fail* category.

The next table presents the score frequencies and categories of the students' achievement in identifying implicit main ideas in reading texts.

Table 7. The Score Frequencies and Categories of the Students' Achievement to Identify Implicit Main Idea in Reading Texts

No.	Scores	Frequencies	Percentage (%)	Category
1.	80-100	-	-	Excellent
2.	70-79	5	12,82	Good
3.	60-69	-	-	Fair
4.	30-59	18	45,15	Poor
5.	0-29	16	41.03	Fail
	Total	**39**	**100**	

The table above showed that the highest percentage was the students in the category of *poor* (45,15%) then, followed by the students in the category of *fail* (41,03%), and the least was the students in the category of *good* (12,82%). None of them belonged to either *excellent* or *fair* category

Having analyzed the students' scores of each indicator, the next step was calculating the frequencies of the students' scores in identifying both indicators (explicit and implicit main ideas). To make it clear, the following table is conveyed.

Table 8. The Frequencies of the Students' Scores to Identify Main Ideas in Reading Texts

No	Indicators	Categories				
		Excellent	Good	Fair	Poor	Fail
1	Explicit main idea	3	8	18	10	-
2	Implicit main idea	-	5	-	18	16
	Total	3	13	18	28	16

To sum up of the result of the data analysis from table 5 up to table 7, the following table is presented to get the general conclusion about the students' achievement to identify main ideas in reading texts.

Table 9. The Score Frequencies and Categories of the Students' Achievement to Identify Main Ideas in Reading Texts

No.	Categories	Frequencies	Percentage (%)
1	Excellent	3	3,85
2	Good	13	16,67
3	Fair	18	23,08
4	Poor	28	35,90
5	Fail	16	20,51
	Total	**78**	**100**

From the above table, it can be drawn that mostly, the students had *poor* achievement to identify main ideas in reading texts (35,90%), 23,08% students were in the category of *fair*, and 16,67% students were categorized into *good* category. However, there were still 20,51% students who were in the category of *fail*.

4.2.2 The Analysis of Questionnaire

As it was mentioned in chapter III (p. 38) that questionnaire was analyzed qualitatively by using rating scale by giving score for each item based on the received response: "Ya" (2), Kadang-kadang" (1), and "Tidak" (0). The following table is presented to make it more understandable.

Table 10. The Analysis of Questionnaire

No	Factors/Items No.	Rating scores			Total respondents	Total scores	Mean	Category
		2	1	0				
I	**Students' Factors**							
	Attitude							
	1	18	20	1	39	56	1.44	H
	2	34	4	1	39	72	1.85	H
	3	2	20	17	39	24	0.62	L
	4	15	17	7	39	47	1.21	L
	5	22	11	6	39	55	1.41	H
	Background							
	6	26	11	2	39	63	1.62	H
	Reading Purpose							
	7	22	9	8	39	53	1.36	H
	Decoding Skill							
	8	1	26	12	39	28	0.71	L
	12	21	17	1	39	59	1.51	H
	13	27	11	1	39	65	1.67	H

II	Material's Factors							
	Vocabulary							
	9	17	14	8	39	48	1.23	L
	14	20	16	3	39	56	1.44	H
	15	17	15	7	39	49	1.26	L
	16	26	11	2	39	63	1.62	H
	Comp. Grammatical Structure							
	10	12	16	11	39	40	1.03	L
	New Concept							
	11	20	14	5	39	54	1.38	H
	Total Mean						1.34	

From the above table, it can be inferred that seeing from students' factors, there were 7 items belonged to *high* category. They were items 2, 13, 6, 12, 1, 5 and 7, means that those items highly affected the students' achievement to identify main ideas in reading texts. Meanwhile the rest items (3, 4, and 8) belonged to *low* category that means they less affected than those 7 items towards the students' achievement in identifying main ideas. From those three items, two of them were from students' attitude upon their interest in reading English references available in the school library (item 3) and their interest in accepting someone offer of such kinds of English reading materials (item 4).

Seeing from material's factors, there were equal items belonged to either *high* or *low* category, three items for each. They were items 14, 16 and 11 in the *high* category and items 9, 15, and 10 belonged to *low* category. From the items in the *high* category, two of them were coming from vocabulary (items 14 and 16) and one item was from new concept (item 11). They mean that those three items highly affected the students' achievement to identify main ideas in reading texts. Meanwhile three items in the *low* category, two of them were from vocabulary (items 9 and 15) and one item was from complicated grammatical structure.

In sum, three items from ten items in students' factors were highly affected students' achievement to identify main ideas in reading texts than the items in material's factors (three items from six items highly affected their achievement). It means that the students' factors more affected towards the students' achievement to identify main ideas in reading texts than the material's factors.

4.3 Discussion

In this section, the researcher explores the interpretation of the research result by considering the methodology applied, theoretical framework, and data analysis.

Pertaining to the analysis of the test result, the students' achievement to identify explicit main idea was mostly in the category of *fair* (45,15%). It was better than their achievement to identify implicit main idea that mostly, they were in the category of *poor* (45,15%). Further, there were 7,69% students belonged to *excellent* category in identifying explicit main idea but there were none of them belonged to the category in identifying implicit main idea. This implies that the students had more difficulties in identifying implicit main idea than the explicit one. It might be affected by the different proportion of both main ideas explored in their English textbooks. As it was stated by the English teacher that explicit main ideas were more easily found in the English textbooks than the implicit ones so, the students had got more exercises on the explicit main ideas than the implicit main ideas. In short, implicit main ideas were rarely exposed in their English textbooks that caused them lack of practice in this kind of main idea and thus, their achievement was less than the explicit one.

Moreover, it was stated in Chapter II section 2.2.2 (p.18) and Chapter III section 3.4.2 (p.34) implicit main idea, characteristically was more difficult than the explicit one. To figure it out, the students need much more practices, carefulness, concentration and deeper understanding to analyze the passage content and then come to the central idea to comprehend the overall paragraph. Hence, students found explicit main idea more easily than the implicit one since it was easier to be located as it was directly stated in the topic sentence.

As a whole, the students' achievement to identify main ideas was still in *poor* category (39,90%). It might be caused by some possible reasons as the data got from the interview and questionnaire about the factors affecting students' achievement to identify main ideas. After being crosschecked between both of the research instruments, the researcher concluded that seeing from students' factors, their poor achievement was caused by their attitude toward reading itself. In this matter, motivation and interest in reading were included. This was in line with the

information got from the English teacher that the students still had low motivation in reading English text, whereas motivation is the key for learning (Simanjuntak, 1988:2). As also stated in Chapter II section 2.3.1 (p.23) that having high motivation and interest in reading will be greatly helpful for students to comprehend the text. It is due to the fact that when they have positive attitude towards the target language being learnt, they will be easier to get sense with the language material presented in that language. In this matter, reading comprehension was one of the applications of the target language.

Furthermore, students' decoding skill and background also impelled their achievement. This means that decoding skill was crucial in reading process. The students' poor achievement in this case, were possibly caused by their low skill in decoding words and sentences in reading text. Since they were not successful in recognizing the words and sentences, they lost some points conveyed, whereas in the process of recognizing the words, they had to draw connection between the internal and external clues in order to get sense with the text. Likewise decoding skill, background was also essential factor affecting their achievement to identify main ideas. They said that having sufficient knowledge of a certain topic explored in a passage would help them catch up the central thought of it. Among those four students' variables, having reading purpose was also pointed as effective motivation (Simanjuntak, 1988:2) to help them get familiar with the information needed. Having no purpose in reading would cause the students feel ridiculous in acquiring the information presented.

Seeing from the material's factors there were vocabulary, new concept, and complicated grammatical structure that affected the students' achievement to identify main ideas. As the information got from the English teacher that poor motivation and vocabulary were the main factors affecting the students' ability to identify main ideas so far. Hence, it could be inferred that students' poor achievement was greatly caused by their poor vocabulary that caused them difficult to grasp the central idea discussed. Besides, they tended to consult with dictionary when they found unfamiliar words instead of reconstructing meaning from the context established in the text (item 14). The other factor was new

concept and complicated grammatical structure. Twenty respondents claimed that new concept impelled their comprehension towards reading English text. This was relevant with the opinion revealed by Geddes and Gill (1981:5) complexity of the concept expressed in a text is one of the aspects that make the text difficult. When the students found new concept in their text, they would be more difficult to get sense with the text since they did not have enough knowledge about the concept whereas, having prior knowledge of the concept would be very helpful for them to reconstruct the messages exposed in the text. Furthermore, much appearance of complicated grammatical structure in a text could be another factor caused the students' problem in reading comprehension that, automatically, affected their achievement to identify main ideas. They said that this factor also influenced their reading comprehension (12 respondents), means that they might lose some points or ideas discussed in the text when there were involving many complex sentences with difficult grammatical pattern.

Having known all the factors affecting the students' achievement to identify main ideas in reading texts, thus, it seemed to be logical that 20,51% students belonged to *fail* category. Hence, it is immensely important for the English teacher to have more consideration and serious effort to overcome this problem. One of the suggested ways is by applying skimming technique more intensively in teaching reading on the part of identifying main ideas as well as giving them more exercises particularly the ones dealing with implicit main idea. It was due to skimming is the most appropriate technique to master the ability to look for main ideas in reading texts (Rusli *et al.*, 1986:6.1). Thus, the serious effort needs to be considered with care in order to improve the students' achievement.

Comparing with the findings of two previous researches undertaken by Hartono (1999) focusing on reading to comprehend paragraph, and Susanto (1996) focusing on difficulties in reading comprehension, the result of this recent research remained the same, -identifying main ideas in reading texts still became one of the difficult aspects in reading comprehension. In this case, students' achievement to identify main ideas was *poor*. However, the two previous researchers did not use a piloted test in collecting the data. There were no

appropriateness and calculation of the difficulty level of the test items used in their test instruments, whereas the quality of a research result was mostly influenced by the quality of the instruments. Therefore, the credibility of a research conclusion also depends on the instrument's validity and reliability, means that without piloting the instrument previously, there is no guarantee that the instrument has these qualifications, and its power will be lost (Arikunto, 2002:144; Surakhmad, 1990:214).

Equipping the results of the previous researches, this current research also presents the factors affecting students' achievement to identify main ideas apart from their achievement to identify main ideas in reading texts. Hence, this research has applied different subjects, instrumentation, and procedures in constructing the test instruments. It is aimed to maximize the research validity and get more detailed information of the factors affecting students' achievement to identify main ideas in reading texts.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based upon the data analysis and the discussion, there are some core points that can be drawn:

5.1.1 General Conclusions

The general conclusions of this research were as follows:

a. The achievement to identify main ideas in reading texts of the second year students of SMUN 1 Rambipuji in 2003/2004 academic year was 35,90% belonged to *poor* category, 23,08% belonged to *fair* category, 20,51% belonged to *fail* category, 16,67% belonged to *good* category and 3,85% belonged to *excellent* category.

b. There were two general factors affecting the students' achievement to identify main ideas in reading texts: students' factors and material's factors.

5.1.2 Specific Conclusions

In particular, the conclusions of this research were as follows:

a. The achievement to identify explicit main idea in reading texts of the second year students SMUN 1 Rambipuji in 2003/2004 academic year was 45,15% belonged to *fair* category, 25,64% belonged to *poor* category, 20,51% belonged to *good* category, and 7,69% belonged to *excellent* category. None of them belonged to fail category.

b. The achievement to identify implicit main idea in reading texts of the second year students of SMUN 1 Rambipuji in 2003/2004 academic year was 45,15% belonged to *poor* category, 41,03% belonged to *fail* category, 12,82% belonged to *good* category. None of them belonged to either *excellent* or *fair* category.

c. The students' factors affecting the second year students' achievement to identify main ideas in reading texts of SMUN 1 Rambipuji in 2003/2004

academic year were attitude, background, decoding skill, and reading purpose.

d. The material's factors affecting the second year students' achievement to identify main ideas in reading texts of SMUN 1 Rambipuji in 2003/2004 academic year were vocabulary, new concept, and complicated grammatical structure.

5.2 Suggestions

Knowing the fact that the students' achievement to identify main ideas was *poor*, the suggestions below were given to the following people:

1. **The English Teacher**

   The English teacher should consider and train the students to improve their achievement to identify main ideas in reading texts by applying skimming technique. Besides, he should give them more exercises dealing with this matter in order to help them enlarge their knowledge and comprehension in identifying main ideas.

2. **The Students**

   They should improve their understanding of identifying main ideas by having more practices and getting closer with such kind of reading activities either individually or in groups simply to make them more familiar and easily get sense with the ideas expressed in a text.

3. **The Future Researchers**

   This result can be used as the basis to conduct further research dealing with reading comprehension such as the action research to improve the students' achievement to identify main ideas in reading texts by applying skimming technique.

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Appendix 1

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
A Descriptive Study on the Achievement to Identify Main Ideas in Reading Texts and Its Affecting Factors of the Second Year Students of SMUN 1 Rambipuji in 2003/2004 Academic Year	**General problems:** How is the achievement to identify main ideas in reading texts of the second year students of SMUN 1 Rambipuji in 2003/2004 Academic Year? What are the factors affecting students' achievement to identify main ideas in reading texts of the second year students of SMUN 1 Rambipuji in 2003/2004 Academic Year? **Specific Problems:** How is the achievement to identify explicit main ideas in reading texts of the second year students of SMUN 1 Rambipuji in 2003/2004 Academic Year? How is the achievement to identify the implicit main ideas in reading texts of the second year students of SMUN 1 Rambipuji in 2003/2004 Academic Year? What are the students' factors affecting the achievement to identify main ideas in reading texts of the second year students of SMUN 1 Rambipuji in 2003/2004 Academic Year? What are the material's factors affecting the achievement to identify main ideas in reading texts of the second year students of SMUN 1 Rambipuji in 2003/2004 Academic Year?	A. The students' achievement to identify main ideas in reading texts b. Factors affecting students' achievement to identify main ideas	a. -Explicit main idea -Implicit main idea b. -Students' factors -Material's factors	1. **Respondents:** The second year students of SMUN 1 Rambipuji in 2003/2004 academic year 2. **Informant:** The English teacher of the second year class 3. **School Documents** a. Names of the respondents b. Students' scores of reading achievement test done by the English teachers	**Research Design:** Descriptive research **Research Area Determination Method:** Purposive method **Respondents Determination Method:** Cluster random sampling by lottery **Data Collection Methods:** a. Interview b. Test c. Questionnaire **Data Analysis:** $E = \dfrac{n}{N} \times 100\%$ (Adapted from Ali, 1998:186) E = The percentage of the students' achievement to identify main ideas in reading texts n = The students' obtained scores N = The total score of the test items

THE GUIDELINES OF RESEARCH INSTRUMENTS

A. **Interview Guide**

No	Data Taken	Data Resources
1	What techniques do you apply in teaching reading particularly the ones concerning with identifying main ideas?	English Teacher
2	What are your problems in teaching reading?	
3	What are your strategies to overcome the problems?	
4	What are the factors that affect students' ability to identify main ideas?	

B. The Specific Procedures of Constructing the Teacher-Made Test

1. Identifying the research variables
2. Specifying the research variables into descriptors
3. Formulating the specific purposes based on GBPP 1994
4. Selecting the reading test materials and propose them to both of English teachers, Farida Mariami, S.Pd and Anang Budi Prayitno, S.Pd.
5. Arranging the test blueprint and consult it to the consultants, Dra. Wiwiek Istianah M.Kes, M.Ed and Eka Wahyuningsih, S.Pd.
6. Revising the test blueprint
7. Piloting the test
8. Estimating the difficulty level of each items based on the scores obtained
9. Revising the test items which are too difficult or too easy

Appendix 3

The Appropriateness of Reading Test Materials

Put the circle round the scale number: (4) for appropriate, (3) for fairly appropriate, (2) for less appropriate, (1) for not appropriate

No	Theme/Sub-theme	Title	Source	Items of Appropriateness	Score	Total Scores
1	Geography: Flora and Fauna	The Oldest Living Tree	Sukses UMPTN 2002 - Pionirgama Desember 2001	a. Vocabulary difficulty b. Grammatical Structure c. Content d. Match to Curriculum	1 2 ③ 4 1 2 ③ 4 1 2 ③ 4 1 2 3 ④	13
2	Geography: Flora and Fauna	Seismosaurus	Sukses UMPTN 2002 - Pionirgama Desember 2001	a. Vocabulary difficulty b. Grammatical Structure c. Content d. Match to Curriculum	1 2 ③ 4 1 2 3 ④ 1 2 ③ 4 1 2 ③ 4	13
3	Geography: Mine	Petroleum Products	Buku 1 Program Bimbingan Reguler- Phi-Beta Group	a. Vocabulary difficulty b. Grammatical Structure c. Content d. Match to Curriculum	1 2 ③ 4 1 ② 3 4 1 2 ③ 4 1 2 ③ 4	11
4	Art and Culture Custom	Japanese Lifestyle	Try Out UMPTN '99 Serentak se-Indonesi Primagama	a. Vocabulary difficulty b. Grammatical Structure c. Content d. Match to Curriculum	1 2 3 ④ 1 2 3 ④ 1 2 ③ 4 1 2 3 ④	15
5	Art and Culture Dance	The Barong Dance	PR Bhs. Inggris 2a – PT Intan Pariwara	a. Vocabulary difficulty b. Grammatical Structure c. Content d. Match to Curriculum	1 2 3 ④ 1 2 3 ④ 1 2 ③ 4 1 2 3 ④	15
6	Welfare: Family Education	The Bad Impact of Cartoon upon Children	Sukses UMPTN 2002 - Pionirgama Desember 2001	a. Vocabulary difficulty b. Grammatical Structure c. Content d. Match to Curriculum	1 2 ③ 4 1 2 3 ④ 1 2 3 ④ 1 2 3 ④	15
7	Welfare: Health	Measles Attack toward Children	Sukses UMPTN 2002 - Pionirgama Desember 2001	a. Vocabulary difficulty b. Grammatical Structure c. Content d. Match to Curriculum	1 2 ③ 4 1 2 ③ 4 1 2 ③ 4 1 2 ③ 4	12

Appendix 3

No	Topic	Title	Source	Criteria	Score	Total
8	Welfare: Family Education	Evening with American Family	English '94 for SMU	a. Vocabulary difficulty	1 2 ③ 4	12
				b. Grammatical Structure	1 2 ③ 4	
				c. Content	1 2 ③ 4	
				d. Match to Curriculum	1 2 ③ 4	
9	Welfare: Social Organization	Caregivers	Sukses UMPTN 2002- Pionergama Desember 2001	a. Vocabulary difficulty	1 2 ③ 4	12
				b. Grammatical Structure	1 2 ③ 4	
				c. Content	1 2 ③ 4	
				d. Match to Curriculum	1 2 ③ 4	
10	Agriculture: Biotechnology	Biotechnology	PR Bhs. Inggris 2a – PT. Intan Pariwara	a. Vocabulary difficulty	1 2 3 ④	15
				b. Grammatical Structure	1 2 3 4	
				c. Content	1 2 3 ④	
				d. Match to Curriculum	1 2 3 ④	
11	Agriculture: Biotechnology	Food Preservation	Sukses UMPTN 2002- Pionirgama Desember 2001	a. Vocabulary difficulty	1 2 ③ 4	13
				b. Grammatical Structure	1 2 ③ 4	
				c. Content	1 2 3 ④	
				d. Match to Curriculum	1 2 3 ④	
12	Agriculture: Irrigation	Irrigation	PR Bhs. Inggris 2a – PT. Intan Pariwara	a. Vocabulary difficulty	1 2 3 ④	14
				b. Grammatical Structure	1 2 3 ④	
				c. Content	1 2 ③ 4	
				d. Match to Curriculum	1 2 ③ 4	
13	Agriculture: Agricultural Tools and Types	Agricultural Machinery	PR Bhs. Inggris 2a – PT. Intan Pariwara	a. Vocabulary difficulty	1 2 ③ 4	14
				b. Grammatical	1 2 ③ 4	
				c. Content	1 2 3 ④	
				d. Match to Curriculum	1 2 3 ④	

Evaluator,

Farida Mariami, S.Pd
NIP. 131 959 015

Appendix 3

The Appropriateness of Reading Test Materials

Put the circle round the scale number: (4) for appropriate, (3) for fairly appropriate, (2) for less appropriate, (1) for not appropriate

No	Theme/Sub-theme	Title	Source	Items of Appropriateness	Score	Total Scores
1	Geography: Flora and Fauna	The Oldest Living Tree	Sukses UMPTN 2002 - Pionirgama Desember 2001	b. Vocabulary difficulty b. Grammatical Structure c. Content d. Match to Curriculum	1 2 ③ 4 1 2 ③ 4 1 2 3 ④ 1 2 ③ 4	13
2	Geography: Flora and Fauna	Seismosaurus	Sukses UMPTN 2002 - Pionirgama Desember 2001	a. Vocabulary difficulty b. Grammatical Structure c. Content d. Match to Curriculum	1 2 ③ 4 1 2 ③ 4 1 2 3 ④ 1 2 ③ 4	13
3	Geography: Mine	Petroleum Products	Buku 1 Program Bimbingan Reguler- Phi-Beta Group	a. Vocabulary difficulty b. Grammatical Structure c. Content d. Match to Curriculum	1 ② 3 4 1 2 ③ 4 1 2 ③ 4 1 2 3 ④	12
4	Art and Culture Custom	Japanese Lifestyle	Try Out UMPTN '99 Serentak se-Indonesi Primagama	a. Vocabulary difficulty b. Grammatical Structure c. Content d. Match to Curriculum	1 2 ③ 4 1 2 ③ 4 1 2 3 ④ 1 2 3 ④	14
5	Art and Culture Dance	The Barong Dance	PR Bhs. Inggris 2a – PT Intan Pariwara	a. Vocabulary difficulty b. Grammatical Structure c. Content d. Match to Curriculum	1 2 3 ④ 1 2 3 ④ 1 2 3 ④ 1 2 3 ④	16
6	Welfare: Family Education	The Bad Impact of Cartoon upon Children	Sukses UMPTN 2002 - Pionirgama Desember 2001	b. Vocabulary difficulty b. Grammatical Structure c. Content d. Match to Curriculum	1 2 ③ 4 1 2 ③ 4 1 2 3 ④ 1 2 3 ④	14
7	Welfare: Health	Measles Attack toward Children	Sukses UMPTN 2002 - Pionirgama Desember 2001	c. Vocabulary difficulty d. Grammatical Structure c. Content d. Match to Curriculum	1 2 ③ 4 1 2 ③ 4 1 2 ② 4 1 2 ③ 4	12

Appendix 3

No	Category	Sub	Title	Criteria	Score	Total
8	Welfare: Family Education	Evening with American Family	English '94 for SMU	a. Vocabulary difficulty	1 2 ③ 4	12
				b. Grammatical Structure	1 2 3 ④	
				c. Content	1 2 ③ 4	
				d. Match to Curriculum	1 ② 3 4	
9	Welfare: Social Organization	Caregivers	Sukses UMPTN 2002-Pionergama Desember 2001	a. Vocabulary difficulty	1 ② 3 4	12
				b. Grammatical Structure	1 2 ③ 4	
				c. Content	1 2 3 ④	
				d. Match to Curriculum	1 2 3 ④	
10	Agriculture: Biotechnology	Biotechnology	PR Bhs. Inggris 2a – PT. Intan Pariwara	a. Vocabulary difficulty	1 2 ③ 4	15
				b. Grammatical Structure	1 2 3 ④	
				c. Content	1 2 3 ④	
				d. Match to Curriculum	1 2 3 ④	
11	Agriculture: Biotechnology	Food Preservation	Sukses UMPTN 2002 - Pionirgama Desember 2001	a. Vocabulary difficulty	1 2 ③ 4	15
				b. Grammatical Structure	1 2 3 ④	
				c. Content	1 2 3 ④	
				d. Match to Curriculum	1 2 3 ④	
12	Agriculture: Irrigation	Irrigation	PR Bhs. Inggris 2a – PT. Intan Pariwara	a. Vocabulary difficulty	1 2 3 ④	16
				b. Grammatical Structure	1 2 3 ④	
				c. Content	1 2 3 ④	
				d. Match to Curriculum	1 2 3 ④	
13	Agriculture: Agricultural Tools and Types	Agricultural Machinery	PR Bhs. Inggris 2a – PT. Intan Pariwara	a. Vocabulary difficulty	1 2 3 ④	16
				d. Grammatical	1 2 3 ④	
				e. Content	1 2 3 ④	
				d. Match to Curriculum	1 2 3 ④	

Evaluator 2

Anang Budi Prayitno.S.pd
NIP.

Table of Specification of Reading Achievement Test

Time:
>   90'

Total Items:
>   20 items

Type of Question:
>   Multiple Choice (MC)

Themes:
>   Text 1 Biotechnology 'Biotechnology'
>   Text 2 Dance 'Barong Dance'
>   Text 3 Flora Fauna 'Seismosaurus'
>   Text 4 Custom 'Japanese Lifestyle'
>   Text 5 Irrigation 'Irrigation'
>   Text 6 Family Education 'Bad Impact of Cartoon toward Children'
>   Text 7 Agricultural Tools and Types 'Agricultural Machinery'
>   Text 8 Flora Fauna 'The Oldest Living Tree'
>   Text 9 Biotechnology 'Food Preservation'

Objectives:
>   ❖ Students are able to identify explicit main ideas
>   ❖ Students are able to identify implicit main ideas

Total Score of Each Indicator:
>   ❖ Explicit main idea = 72 (@ 4,5x16)
>   ❖ Implicit main idea = 28 (@ 7x4)

Text	Indicators	Items' No.	Items' Scores	Key Answer
1	Ident.explicit main idea	1	4,5	A
		2	4,5	B
		3	4,5	C
2	Ident.explicit main idea	4	4,5	B
		5	4,5	D
3	Ident.explicit main idea	6	4,5	C
4	Ident.explicit main idea	7	4,5	A
		8	4,5	C
	Ident.implicit main idea	9	7	B
5	Ident.implicit main idea	10	7	B
	Ident.explicit main idea	11	4,5	D
6	Ident.explicit main idea	12	4,5	A
7	Ident.implicit main idea	13	7	A
		14	7	B
	Ident.explicit main idea	15	4,5	D
8	Ident.explicit main idea	16	4,5	C
		17	4,5	A
9	Ident.explicit main idea	18	4,5	A
		19	4,5	B
		20	4,5	A
	Total Scores		100	

Notes:

☐ = Explicit Main Ideas (16 items)

☐ = Implicit Main Ideas (4 items)

READING ACHIEVEMENT TEST

Time : 90'

Instructions:

1. Write down your name and class
2. Read the following texts carefully and choose the best answer by crossing A,B,C or D on your answer sheet!

Text 1

Biotechnology

When we hear the word "biotechnology", we often think that it is a new science. In some ways it can be right, but if we learn our history, our ancestor has used the wonderful characteristics of organism to make cheese, soy sauce, etc. In the recent years, we often find some vegetables that are not ever planted before. It occurs because of the development of biotechnology.

Biotechnology is a general category of all the studies and techniques that combine the ideas and needs of biology and medicine with engineering. Universities offer specialized program in biomedical engineering (bioengineering), biophysics, engineering psychology, and other interdisciplinary fields that together constitute the realm of biotechnology. The word is now often used to signify the field of genetic engineering.

The genetic engineering is a technique to improve the organism ability, so we can use this organism positively in the new way. Humans in developing their life can use this technique. In order to invent the high quality of plants and animals, the biotechnology is developing rapidly.

(Adopted from *PR. Bhs. Inggris 2a-Intan Pariwara*)

1. The main idea of the first paragraph is stated in the …..sentence
   a. first
   b. second
   c. third
   d. fourth
2. The second paragraph tells us about:
   a. Universities offer specialized biotechnology into many programs
   b. The definition of biotechnology
   c. The word biotechnology is now often used to signify the field of genetic engineering
   d. Some interdisciplinary fields that constitute the realm of biotechnology
3 "Genetic engineering is a technique to improve the organism ability" (paragraph 3) is called:
   a. Supporting details
   b. Topic
   c. Main idea
   d. not main idea

Text 2

The Barong dance

As one of tourism resort in Indonesia, Bali is famous not only for its beautiful scenery, but also for its dances, music, customs, etc. One of the most famous Balinese dances is Barong dance. Several people perform the dance and the Balinese gamelan orchestra accompanies it. Bells, drums, and gongs make up the orchestra and they set various moods of a Barong Dance.

The Balinese describe Barong as a mythica' creature whose magical power is concentrated in his beard. The Barong dance shows the struggle between the forces of harmony and discord. The struggle reaches its climax with a fight between the Barong and

the witch, Rangda. The fight is not leading to a clear result. Therefore, the Barong leaves the stage to call his followers. They attack Rangda, but she relies and casts a spell. The spell causes them to magic protects the men so that the blades do not harm them. Finally, the Barong and a Pemangku release them from trance.

(Adopted from *PR. Bhs. Inggris 2a-Intan Pariwara*)

4. The main idea of the first paragraph is located in the ....sentence
   a. first
   b. second
   c. third
   d. fourth

5. The main idea of the second paragraph is:
   a. The fight is not leading to a clear result
   b. The Barong and a Pemangku release them from trance.
   c. The struggle reaches its climax with a fight between the Barong and the witch, Rangda.
   d. Barong dance shows the struggle between the forces of harmony and discord

Text 3

Seismosaurus

Dinosaurus are generally believed to have been very large animal and it's true that some of them were incredible large. One dinosaur, believed to have been the largest dinosaur ever, is called seismosaurus. Seismosaurus literally means "earth shaker". This animal was between 100 and 120 feet long and weighed about 89 tons. To give you some idea of how big a seismosaurus was, let me tell you that an American football field is 300 feet long. Consider that the African elephant weights between six and seven tons. This mean a seismosaurus was about 13 to 14 times than an African elephant. It's not surprising that his name means, "Earth shaker".

(Adopted from *Sukses UMPTN 2002-Pionergama*)

6. The main idea of the paragraph above is:
   a. A seismosaurus was about 13 to 14 times than an African elephant.
   b. Seismosaurus literally means "earth shaker".
   c. One dinosaur, believed to have been the largest dinosaur ever, is called seismosaurus.
   d. It's not surprising that his name means, "Earth shaker".

Text 4

Japanese Lifestyle

If you ever go into a house in Japan, you must remember to take off your shoes. These would damage the fine straw mats that cover the floor. These straw mats are called *tatami*.

The rooms in most of Japanese houses have sliding doors instead of walls. You must pull one of these doors back if you want to go into a room. The room you enter will usually be a large one. In the middle of the room there may be a low table with small flat cushions around it. Many Japanese houses have no other furniture in their rooms. Perhaps you will see a bowl of lowers or long silk painting on one of the walls. Visitor is given a small cup green tea.

You may be surprised to see that there are no bedrooms. The Japanese unroll their bed and put them on the floor when they fell tired. Japanese people take a bath before their evening meal. Most houses have a large bath for the whole family. However, no one washes in the bath. They wash themselves before they go into the big bath. The water is

very hot. But Japanese are used to having hot baths. After the bath, they put on a loose robe and eat their evening meal.

(Adopted from *Try out UMPTN 1999 serentak se-Indonesia PRIMAGAMA*)

7. "If you ever go into a house in Japan, you must remember to take off your shoes"(paragraph 1) is called:
   a. main idea
   b. supporting details
   c. topic
   d. not main idea
8. The main idea of the second paragraph is:
   a. Many Japanese houses have no other furniture in their rooms.
   b. The room you enter will usually be a large one
   c. The rooms in most of Japanese houses have sliding doors instead of walls.
   d. In the middle of the room there may be a low table with small flat cushions around it
9. The main idea of the last paragraph is:
   a. Japanese are used to having hot baths
   b. The daily habits of Japanese people in taking a bath and taking a rest.
   c. Most houses have a large bath for the whole family.
   d. You may be surprised to see that there are no bedrooms.

Text 5

Irrigation

People have been familiar with irrigation for a long time. In 4000 BC, the Egyptian built structures for the purpose of irrigation. They used water of the Nile to irrigate their farmland. People living in the area around the Euphrates and the Tigris in the Middle East also did the same thing. Not only did people find ancient building of irrigation in this place; they also found similar thing in European countries like Germany, France, Austria, and the Mediterranean.

Irrigation is any activity which is related to obtain water for farmland. For this purpose, people may make a reservoir or a man–made lake, use water pumps, and build dams and ditches. The ditches are used to lead water from the resource to obtain the farmland and to access water which is not used by the crop.

(Adopted from *PR. Bhs. Inggris 2a-Intan Pariwara*)

10. The first paragraph tells about:
    a. The irrigation efficiency
    b. The history of irrigation
    c. The purpose of irrigation
    d. The definition of irrigation
11. The second paragraph discusses about:
    a. The irrigation efficiency
    b. The activity of irrigation
    c. The history of irrigation
    d. The definition of irrigation

Text 6

Children love cartoon, and they can sit for hours watching them. For this reason, Sunday morning television offers one cartoon program after another. However, given the age of the viewing audience, these programs communicate a disturbing message: they suggest that the world is one big battlefield with warfare, which is the primary activity of humans and aliens alike. In cartoon after cartoon, animated characters shot, boom, and blow one another up. The message is that warfare is fun, without any serious or damaging

impact. And that message is further reinforced by the commercial interruptions which are designed to sell everything from play to toy grenades.

(Adopted from *Sukses UMPTN 2002-Pionergama*)

12.   The main idea of the paragraph above is:
   a.   Cartoon communicate a disturbing message to children
   b.   The reinforcement of commercial interruption toward cartoon
   c.   Sunday morning television offers one cartoon program after another
   d.   Warfare in cartoon is fun without any damaging effect

Text 7

Agricultural Machinery

The days of tough manual labor and horse-drawn equipments are over for many of the world's farmers. In the industrialized countries, agricultural production has become a highly mechanized science. Yet, even in this century, many farmers, accustomed to working the land with animals and their own hands, were quite resistant to mechanization.

Farming equipment did not really get on the technology bandwagon until the middle of the 19th century- a good 50 years after the Industrial Revolution had radically changed manufacturing techniques. Agricultural machinery grew more popular as technology improved and farming became less of a self-sufficient occupation and more of a massive, market-oriented operation. But it is only since the 1930's that mechanical power has largely replaced manual and animal labor on farms in many areas.

Farm machinery comes in four basic varieties: power units, or tractors; soil-preparation, or tillage, machines; planters; and harvesters. These massive machines must be highly maneuverable and durable as well as precise and gentle in order to cultivate the land and harvest the crops.

(Adopted from *PR. Bhs. Inggris 2a-Intan Pariwara*)

13.   The first paragraph above discusses about:
   a.   The changing of mechanization in agriculture
   b.   Agricultural production in industrialized country
   c.   Many farmers quite resistant to mechanization
   d.   The labor and horse-drawn equipments to world's farmers
14.   'The history of agricultural machinery' is discussed in the ....paragraph
   a.   first   c. third
   b.   second   d. fourth
15.   The main idea of the last paragraph is:
   a.   Revolution had radically changed the manufacturing techniques
   b.   Agricultural production has become a highly mechanized science
   c.   Agricultural machinery grew more popular as technology improved
   d.   Farm machinery comes in four basic varieties

Text 8

The Oldest Living Tree

People are often surprise to learn just how long some varieties of tree can live. If asked to estimate the age of the oldest living tree, they often come up with guesses in the neighborhood of two up to three hundred years. The real answer is considerably larger than that, more than five thousand years.

The tree that wins the prize for its considerable maturity is the *Bristlecone* pine of California. This venerable pine predates wonders of the ancient's world such as the pyramids of Egypt and the Hanging Garden of Babylon. It is not nearly as tall as the Giant redwood, which is also from California, and in fact it is actually not very tall compared with many other trees, often little more than five meters in height. This relatively short

height that may be as one of the factors that aid the *Bristlecone* pine living to a ripe old age. High winds and inclement weather cannot easily reach the short trees and cause damage. Additional factor that make contributes to the life of the *Bristlecone* pine is that it has high resin, which prevent root from developing in the tree trunk and branches.

(Adopted from *Sukses UMPTN 2002-Pionergama*)

16. "People are often surprise to learn just how long some varieties of tree can live." (paragraph 1) is called:
    a. Topic
    b. Supporting details
    c. Main Idea
    d. not main idea

17. The most general statement of the second paragraph is :
    a. The tree that wins the prize for its considerable maturity is the *Bristlecone* pine of California.
    b. High winds and inclement weather cannot easily reach the short trees and cause damage.
    c. It is not nearly as tall as the Giant redwood, which is also from California
    d. This venerable pine predates wonders of the ancient's world such as the pyramids of Egypt and the Hanging Garden of Babylon.

Text 9

Food Preservation

Though some foods, such as rice, wheat and other cereals can be ripened and then kept for years before they become worse, other foods such as meat and fish normally become worse quickly. Generally, if food is to be eaten weeks or months after it has been killed or harvested, the processes of decay must be halted by treating the food in a way to keep its tasty. But no single method of preservation is suitable for all types of foods.

The traditional methods of drying, smoking, salting or pickling foods were widely used long before it was known why these methods are effective. It is known that the processes of decay are accelerated by enzymes already present in the food cells and by bacteria or other micro-organism which may be already present or may come from external sources. To preserve food from decay, it is necessary either to destroy the bacteria or to create an environment in which bacteria cannot multiply and enzymes are inactivated. Bacteria can be destroyed by heat and be inactivated by taking them away of moisture. Enzymes can be inactivated by cold or by reducing the moisture content.

The moisture content of food can be reduced by drying it in the sun or by other means. Meat or fish suspended over a smoking fire in partly dries and the smoke also has bactericidal properties. But to understand why salt and vinegar are effective preservatives, it is necessary to consider some physical principles.

(Adopted from *Sukses UMPTN 2002-Pionergama*)

18. 'There is no single method of preservation is suitable for all types of foods' is the main idea of paragraph:
    a. one
    b. two
    c. three
    d. four

19. The process of decay is discussed in paragraph .....
    a. one
    b. two
    c. three
    d. four

20. The last paragraph tells us about:
    a. The way to reduce the moisture content of food
    b. Some physical principles in using food preservatives
    c. Drying, smoking, vinegar and salting can be used as effective preservatives
    d. Kinds of food preservatives

Answer Key

1. A
2. B
3. C
4. B
5. D
6. C
7. A
8. C
9. B
10. B
11. D
12. A
13. A
14. B
15. D
16. C
17. A
18. A
19. B
20. A
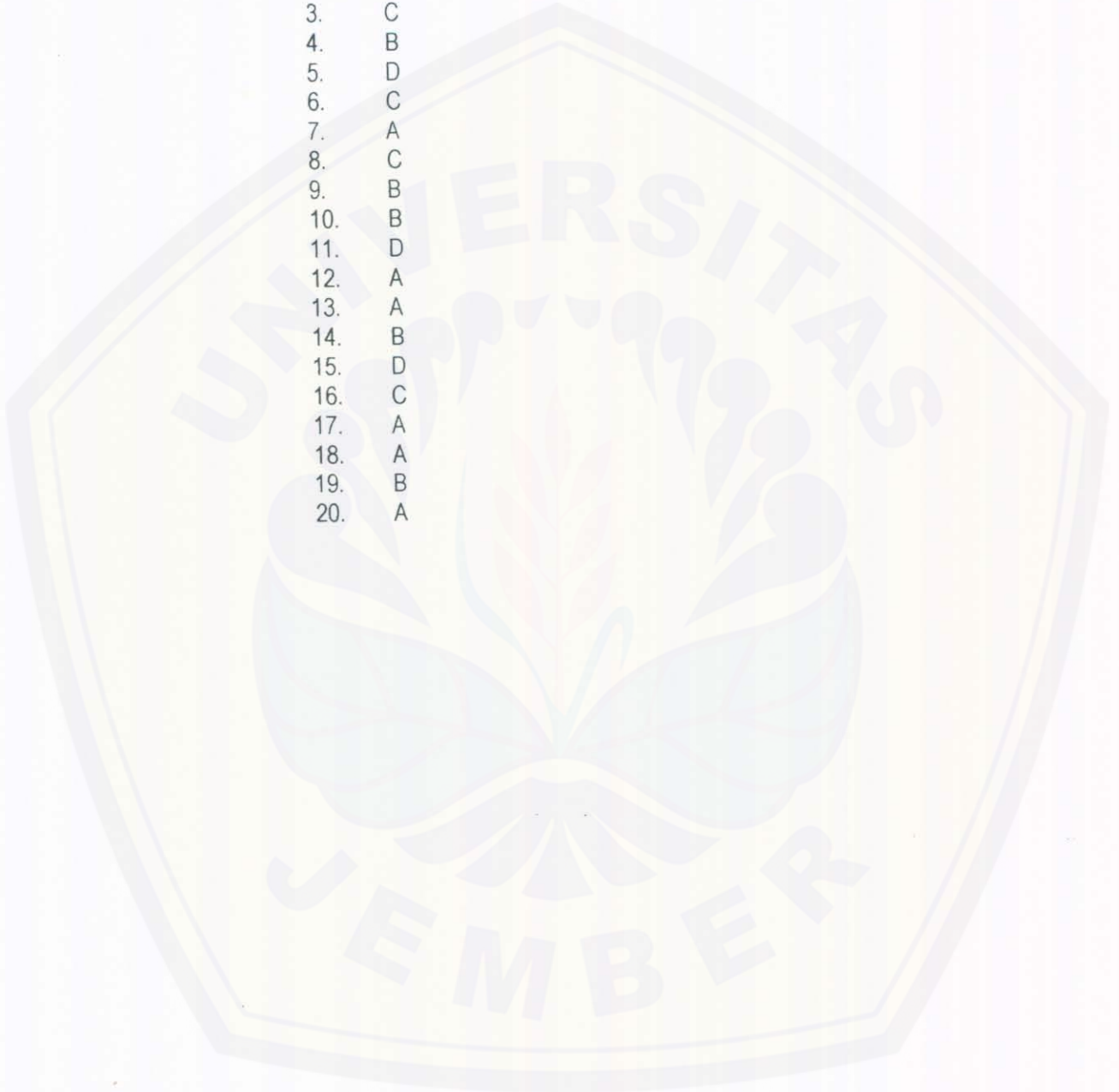
STUDENT'S WORKSHEET

Name : _____

Class : _____

1.   A   B   C   D
2.   A   B   C   D
3.   A   B   C   D
4.   A   B   C   D
5.   A   B   C   D
6.   A   B   C   D
7.   A   B   C   D
8.   A   B   C   D
9.   A   B   C   D
10. A   B   C   D
11. A   B   C   D
12. A   B   C   D
13. A   B   C   D
14. A   B   C   D
15. A   B   C   D
16. A   B   C   D
17. A   B   C   D
18. A   B   C   D
19. A   B   C   D
20. A   B   C   D

Appendix 8

KUESIONER

Nama : _____

Kelas : _____

Kuesioner/angket ini bertujuan untuk memperoleh data tentang faktor-faktor apa saja yang mempengaruhi siswa dalam menemukan pokok pikiran/main idea dalam bacaan berbahasa Inggris. Hasil dari kuesioner ini sangat bermanfaat untuk pengembangan dan perbaikan teknik dalam proses belajar mengajar bahasa Inggris khususnya pada pengajaran reading comprehension.

Oleh karena itu, kerjasama dan kejujuran Anda dalam mengisi kuesioner ini sangat diperlukan untuk mendapatkan data/informasi yang akurat. Jawaban yang anda berikan pada kuesioner ini sama sekali tidak berpengaruh terhadap nilai bahasa Inggris anda dan data yang anda berikan hanya akan dipakai untuk penelitian ini serta dijaga kerahasiaannya.

Atas kerjasamanya kami sampaikan terimakasih.

☞ **Petunjuk Pengisian**
1. Tulislah nama dan kelas anda
2. Jawablah pertanyaan-pertanyaan berikut ini sesuai dengan yang Anda alami dan Anda ketahui
3. Pilihlah salah satu jawaban dari pilihan jawaban yang telah disediakan dengan memberi tanda silang (X) pada salah satu huruf a, b, c atau d !

☞ **Daftar Pertanyaan**
1. Apakah Anda senang dengan bacaan berbahasa Inggris?
   a. Ya   b. Tidak   c. Kadang-kadang

2. Apakah Anda menganggap bahwa membaca bacaan berbahasa Inggris adalah suatu aktivitas yang bermanfaat untuk menunjang ketrampilan Anda berbahasa Inggris?
   a. Ya   b. Tidak   c. Kadang-kadang

3. Ketika di perpustakaan sekolah tersedia majalah atau buku berbahasa Inggris, apakah Anda membacanya?
   a. Ya   b. Tidak   c. Kadang-kadang

4. Apabila pada suatu kesempatan ada seseorang yang menawarkan bacaan berbahasa Inggris pada Anda, apakah Anda akan menerimanya dengan senang?
   a. Ya   b. Tidak   c. Kadang-kadang

5. Apakah Anda mempunyai keinginan untuk membaca bacaan berbahasa Inggris yang dimiliki oleh teman atau saudara Anda?

   a. Ya   b. Tidak   c. Kadang-kadang

6. Apakah wawasan pengetahuan yang anda miliki membantu Anda dalam memahami bacaan berbahasa Inggris?

   a. Ya   b. Tidak   c. Kadang-kadang

7. Apakah Anda mempunyai tujuan dalam setiap membaca bacaan berbahasa Inggris?

   a. Ya   b. Tidak   c. Kadang-kadang

8. Apakah Anda bisa menangkap setiap pokok pikiran dari bacaan berbahasa Inggris yang Anda baca?

   a. Ya   b. Tidak   c. Kadang-kadang

9. Apakah kata-kata atau istilah baru yang Anda temui dalam bacaan berbahasa Inggris mempengaruhi pemahaman Anda?

   a. Ya   b. Tidak   c. Kadang-kadang

10. Apakah jenis kalimat dan tenses yang digunakan dalam suatu bacaan berbahasa Inggris mempengaruhi pemahaman Anda?

   a. Ya   b. Tidak   c. Kadang-kadang

11. Apakah tema baru dalam suatu bacaan berbahasa Inggris mempengaruhi pemahaman Anda?

   a. Ya   b. Tidak   c. Kadang-kadang

12. Apakah Anda bertanya pada guru ketika mengalami kesulitan dalam memahami bacaan berbahasa Inggris?

   a. Ya   b. Tidak   c. Kadang-kadang

13. Apakah Anda bertanya/berdiskusi dengan teman ketika mengalami kesulitan dalam memahami bacaan berbahasa Inggris?

   a. Ya   b. Tidak   c. Kadang-kadang

14. Apakah Anda langsung membuka kamus ketika menemukan kata-kata/frasa sulit dalam bacaan berbahasa Inggris?

   a. Ya   b. Tidak   c. Kadang-kadang

15. Apakah Anda bertanya/berdiskusi dengan teman ketika menemukan kata-kata/frasa sulit dalam bacaan berbahasa Inggris?

   a. Ya   b. Tidak   c. Kadang-kadang

16. Apakah Anda tidak mempedulikan kata/frasa sulit tersebut, tapi yang penting Anda dapat memahami isi bacaan berbahasa Inggris?

   a. Ya   b. Tidak   c. Kadang-kadang

Thanks

The Computation of ANAVA Analysis

No	2.1		2.2		2.3		2.4		2.5	
	x1	$x1^2$	X2	$x2^2$	x3	$x3^2$	x4	$x4^2$	x5	$x5^2$
1	65	4225	65	4225	60	3600	65	4225	50	2500
2	70	4900	75	5625	60	3600	60	3600	55	3025
3	60	3600	85	7225	75	5625	70	4900	65	4225
4	70	4900	90	8100	75	5625	55	3025	65	4225
5	70	4900	70	4900	80	6400	75	5625	80	6400
6	65	4225	80	6400	80	6400	70	4900	65	4225
7	60	3600	50	2500	60	3600	65	4225	70	4900
8	55	3025	85	7225	70	4900	75	5625	70	4900
9	70	4900	55	3025	75	5625	65	4225	65	4225
10	65	4225	75	5625	50	2500	60	3600	35	1225
11	45	2025	85	7225	55	3025	80	6400	75	5625
12	65	4225	60	3600	55	3025	75	5625	65	4225
13	70	4900	70	4900	80	6400	90	8100	30	900
14	75	5625	70	4900	60	3600	65	4225	65	4225
15	40	1600	65	4225	60	3600	95	9025	95	9025
16	70	4900	65	4225	65	4225	60	3600	75	5625
17	65	4225	70	4900	70	4900	70	4900	85	7225
18	60	3600	60	3600	65	4225	15	225	70	4900
19	75	5625	80	6400	60	3600	65	4225	60	3600
20	55	3025	70	4900	65	4225	60	3600	35	1225
21	65	4225	60	3600	60	3600	75	5625	70	4900
22	50	2500	65	4225	55	3025	80	6400	75	5625
23	85	7225	95	9025	65	4225	60	3600	60	3600
24	55	3025	80	6400	65	4225	80	6400	70	4900
25	70	4900	65	4225	60	3600	60	3600	70	4900
26	80	6400	65	4225	50	2500	55	3025	65	4225
27	85	7225	60	3600	50	2500	55	3025	80	6400
28	65	4225	60	3600	65	4225	55	3025	70	4900
29	75	5625	85	7225	60	3600	70	4900	85	7225
30	65	4225	65	4225	70	4900	70	4900	70	4900
31	60	3600	60	3600	80	6400	50	2500	65	4225
32	65	4225	70	4900	60	3600	55	3025	65	4225
33	75	5625	55	3025	80	6400	55	3025	70	4900
34	65	4225	60	3600	70	4900	70	4900	65	4225
35	60	3600	60	3600	60	3600	50	2500	95	9025
36	60	3600	70	4900	85	7225	70	4900	70	4900
37	60	3600	60	3600	70	4900	60	3600	65	4225
38	65	4225	75	5625	80	6400	90	8100	50	2500
39	55	3025	60	3600	85	7225	65	4225	75	5625
40	50	2500					65	4225		
	2580	170050	2695	190525	2590	175750	2625	179375	2610	181850

	X1	X2	X3	X4	X5	TOTAL
$\sum X$	2580	2695	2590	2625	2610	**13.100**
n	40	39	39	40	39	**197**
$(\sum X)^2$	6.656.400	7.263.025	6.708.100	6.890.625	6.812.100	-
$\sum X^2$	170.050	190.525	175.750	179.375	181.850	**897.550**
M	64,50	69,10	66,41	65,63	66,92	-
$\dfrac{(\sum X)^2}{n}$	166.410	186.231,41	172.002,56	172.265,63	174.669,23	**871.578,83**

1. SST $= \sum X^2 tot - \dfrac{\left(\sum Xtot\right)^2}{ntot}$

   $= 897.550 - \dfrac{(13.100)^2}{197}$

   $= 897.550 - 871.116,75$

   $= 26.433$

2. SSB $= \dfrac{\left(\sum X1\right)^2}{n1} + \dfrac{\left(\sum X2\right)^2}{n2} + \dfrac{\left(\sum X3\right)^2}{n3} + \dfrac{\left(\sum X4\right)^2}{n4} + \dfrac{\left(\sum X5\right)^2}{n5} - \dfrac{\left(\sum Xtot\right)^2}{ntot}$

   $= 871.578,83 - 871.116,75$

   $= 462,08$

3. SSW $=$ SST $-$ SSB

   $= 26.433 - 462,08$

   $= 25.970,92$

4. a. Dft $= N - 1$

   $= 197 - 1$

   $= 196$

   b. Dfb $= \sum Ngroup - 1$

   $= 5 - 1$

   $= 4$

c. Dfw = Dft – Dfw
       = 196 – 4
       = 192

5. $MSB = \dfrac{SSB}{Dfb}$

       $= \dfrac{462,08}{4}$

       $= 115,52$

  $MSW = \dfrac{SSW}{Dfw}$

       $= \dfrac{25.970,92}{192}$

       $= 135,27$

6. $fo = \dfrac{MSB}{MSW}$

       $= \dfrac{115,52}{135,27}$

       $= 0,85$

fo (Dfb), (Dfw) at the 5% significant level

fo (4), (192) = 2,41

$fo < f$ table $\longrightarrow$ 0,85 < 2,41

It can be said that there was no significant effect of mean of the population (The population was homogeneous)

SST   : Sum of squares total group

SSB   : Sum of squares between group

SSW   : Sum of squares within group

Dft   : Total degree of freedom

Dfb   : Total degree of freedom between group

Dfw   : Total degree of freedom within group

MSB   : Means squares between group

MSW   : Mean squares within group

TABEL F

Nilai F dengan taraf Signifikansi 5% (deretan atas) dan
1% (deretan bawah)

(Bersambung)

Names of the Respondents

No	Name	Class
1	Ade Prawira	2-2
2	Agus Sanjaya	2-2
3	Ahmad Johan Jauhari	2-2
4	Ahmad Rizal	2-2
5	Aida Fitriani	2-2
6	Arief Gerie Pratama	2-2
7	Ayu Safitri	2-2
8	Berlian Sorga Abdillah	2-2
9	Candra Eko Wijaya	2-2
10	Devi Setyorini	2-2
11	Dian Ratna P.	2-2
12	Elly Rosida	2-2
13	Endra Irmawan	2-2
14	Farid Akorbah	2-2
15	Hamzah Al Farisi	2-2
16	Farid Akorbah	2-2
17	Hamzah Al Farisi	2-2
18	Hamzah Al Farisi	2-2
19	Hendra Hari Cahyadi	2-2
20	Heri Herwanto	2-2
21	Husnul Nur Holifah	2-2
22	Imam Syafi'I	2-2
23	Istikomah	2-2
24	Ivan Wiantara	2-2
25	Kurnia Puspitasari	2-2
26	Lutfy Alfiyah	2-2
27	Mahrus Ali	2-2
28	Moh. Zainal Arifin	2-2
29	Nur Hasanah	2-2
30	Nurul Aini	2-2
31	Panggayuh Luhur	2-2
32	Raditya	2-2
33	Sandhi Hadi W	2-2
34	Siti Arofiyani	2-2
35	Siti Latifa	2-2
36	Subhan Hidayat	2-2
37	Syarifuddin Hidayatullah	2-2
38	Triyas Agustin DP	2-2
39	Wardathus Sholeha	2-2

The Scores of Try Out

No	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
																						The Items' Score
1	Aditia F	1	1	1	0	0	0	0	1	0	1	0	0	0	1	1	0	1	1	1	1	11
2	Aida F	1	1	1	1	0	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	13
3	Ahmadi	1	1	1	0	0	0	0	1	0	1	0	0	0	1	1	0	1	1	1	1	11
4	Akhmad F	1	1	1	1	0	0	1	1	0	1	0	0	1	1	1	1	1	1	0	1	14
5	Akhmad S	1	1	1	0	0	0	0	1	1	0	0	0	0	1	1	1	1	1	1	1	12
6	Anggik RA	1	0	1	0	0	1	0	1	0	1	0	0	0	1	1	0	1	1	1	1	11
7	Ari SW	1	1	1	1	1	0	1	1	0	0	0	0	0	1	1	1	1	1	1	1	14
8	Berlian S	1	1	0	0	0	0	0	1	0	1	0	0	0	1	1	0	1	1	1	1	10
9	Darto D	1	0	1	0	0	0	0	1	0	1	0	0	0	1	1	0	1	1	1	1	10
10	Dani BP	1	1	1	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	1	0	12
11	Dewi W	1	1	1	0	1	0	0	1	0	0	1	0	1	0	1	1	1	1	1	1	13
12	Devi	1	1	0	1	0	0	1	1	1	1	0	0	0	1	1	1	0	1	1	0	12
13	Edi P	1	0	1	1	0	1	1	1	0	0	0	0	0	1	0	1	0	1	1	0	10
14	Elly A	1	1	0	1	1	0	1	0	1	0	0	0	0	1	1	1	1	1	1	1	13
15	Fajriatus S	1	0	1	0	0	1	0	1	0	1	0	0	0	1	1	0	1	1	1	1	11
16	Filin AQ	1	0	0	1	1	0	1	0	1	0	0	0	0	1	1	0	1	1	1	1	11
17	Hermanto	0	1	0	1	0	0	1	1	1	1	0	0	0	1	1	1	0	1	1	0	11
18	Hidayati R	1	0	1	0	0	1	0	1	0	1	0	0	0	1	1	0	1	1	1	1	11
19	Ike DK	0	1	1	1	0	0	0	0	0	1	0	0	1	0	1	1	1	1	1	0	10
20	Istiqomatus S	0	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	0	1	1	1	9
21	Julaeni S	1	1	1	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	1	0	12
22	Linda A	0	1	1	1	0	0	0	0	0	1	0	0	0	1	1	1	1	1	1	0	10
23	Maria N	1	1	1	0	0	0	0	1	1	1	0	0	0	1	1	0	1	1	1	1	12
24	Mayustatik	1	0	1	0	0	1	0	1	0	1	0	0	0	1	1	0	1	1	1	1	11
25	Mohammad S	1	1	0	0	0	0	1	1	0	1	0	0	0	1	1	0	1	1	1	1	11
26	Muhammad F	1	1	1	0	1	0	1	1	0	1	0	0	1	1	1	0	1	1	1	1	14
27	Okta GP	0	1	1	1	0	0	0	0	0	1	0	0	1	0	1	1	1	1	1	0	10
28	Oemi R	1	1	1	0	0	0	0	1	0	1	0	0	0	1	1	1	1	1	1	1	12
29	Ria A	1	0	1	0	0	0	0	1	1	1	0	0	0	1	1	1	1	1	0	1	11
30	Richi FR	1	0	0	0	0	0	1	1	0	0	0	0	0	1	1	1	1	1	1	0	9
31	Siti W	1	1	0	1	0	0	0	1	0	0	0	0	0	1	1	1	1	1	1	0	10
32	Sulistyowati U	1	0	1	1	0	0	0	1	0	0	0	0	0	1	1	1	1	1	1	0	11
33	Stevie HS	1	1	1	0	1	0	1	1	0	0	0	0	1	1	1	0	1	1	1	1	13
34	Eni S	1	1	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	1	12
35	Titus S	1	1	0	1	1	0	1	0	1	0	0	0	0	1	1	0	1	1	1	1	12
36	Titin	0	1	1	1	0	0	0	0	0	1	0	0	0	1	1	1	1	1	1	0	10
37	Triyas DP	1	1	1	0	1	0	0	1	0	0	0	1	0	0	1	1	1	1	1	1	12
38	Yanuar WP	1	1	1	0	1	0	1	1	0	0	0	0	1	1	1	1	1	1	1	1	14
39	Yeni K	1	1	0	0	0	0	1	0	1	0	0	0	0	1	1	1	1	1	1	1	11
40	Yessi R	1	0	0	1	0	0	0	1	0	1	0	0	0	1	1	0	0	0	0	1	7
	Total	34	28	27	16	9	5	16	31	10	26	1	1	10	36	39	25	35	39	37	28	453

The Analysis of Difficulty Level of The Test Items

Item's No.	N	B	I	Item's Category
1	35	9	0,26	D
2	35	23	0,66	S
3	35	22	0,63	S
4	35	14	0,40	S
5	35	5	0,14	D
6	35	5	0,14	D
7	35	12	0,34	S
8	35	27	0,77	E
9	35	10	0,26	D
10	35	24	0,67	S
11	35	1	0,03	D
12	35	16	0,03	D
13	35	6	0,17	D
14	35	31	0,86	E
15	35	34	0,97	E
16	35	22	0,63	S
17	35	30	0,86	E
18	35	34	0,97	E
19	35	32	0,91	E
20	35	23	0,66	S

The Formula of Calculating the Difficulty Level

$$I = \frac{B}{N}$$

Notes:

I : Difficulty Level
B : Total Students Giving Right Answer
N : The Total of The Students
■ : Difficult item (6 items)

▭ : Sufficient item (7 items)

▭ : Easy item (7 items)

Item's Categories Based on the Difficulty Level

$$0 - 0,30 \quad : \text{Difficult (D)}$$
$$0,31 - 0,71 \quad : \text{Sufficient (S)}$$
$$0,71 - 1,00 \quad : \text{Easy (E)}$$

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : ITA FAIZATUL KHUSNA

NIM/Angkatan : 99 0210401134 / 1999

Jurusan/Program Studi : PBS / PEND. BHS. INGGRIS

Judul Skripsi : A DESCRIPTIVE STUDY ON THE ACHIEVEMENT TO IDENTIFY MAIN IDEAS IN READING TEXTS OF THE SECOND YEAR STUDENTS OF SMUN 1 RAMBIPUJI IN 2003 / 2004 ACADEMIC YEAR

Pembimbing I : Dra. Hj. WIWIEK ISTIANAH, M.Kes, M.Ed

Pembimbing II :

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	26 Dember 2002	Judul + Matrix	Ok
2.	05 Januari 2003	Rev. Matrix	Ok
3.	21 Januari 2003	Bab. 1	Ok
4.	10 Februari 2003	Rev. Chapter 1	Ok
5.	5 Juni 2003	Rev. chapter 1 & Matrix	Ok
6.	29 Juli 2003	Chapter 1. 2 & 3	Ok
7.	16 Agustus 2003	Rev. Chapter 1. 2 & 3	Ok
8.	10 September 2003	Rev. Chap. 1. 2. 3 + Instruments	Ok
9.	15 September 2003	Rev. Chap 1. 2. 3 + Instruments	Ok
10.	30 Desember 2003	Thesis Proposal Seminar	Ok
11.	18 Maret 2004	Chap 1. 2. 3. 4. 5 + Abstract	Ok
12.	23 Maret 2004	Rev. 1. 2. 3. 4. 5 + Abstract	Ok
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : ITA FAIZATUL KHUSNA

NIM/Angkatan : 990210401134 / 1999

Jurusan/Program Studi : P.BS / PEND BAHASA INGGRIS

Judul Skripsi : A DESCRIPTIVE STUDY ON THE ACHIEVEMENT TO IDENTIFY MAIN IDEAS IN READING TEXTS OF THE SECOND YEAR STUDENTS OF SMUN 1 RAMBIPUJI IN 2003 / 2004 ACADEMIC YEAR

Pembimbing I :

Pembimbing II : EKA WAHJUNINGSIH, S.Pd

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	20 September 2003	Chapter 1, 2, 3	Ka
2.	10 Oktober 2003	Rev. Chap 1, 2, 3	Ka
3.	6 Nopember 2003	Rev. Chap 1, 2, 3 + Instrument	Ka
4.	15 Desember 2003	Chap. 1. 2. 3. Instruments	E
5.	30 Desember 2003	Thesis Proposal Seminar	E
6.	22 Februari 2004	Chap. 1, 2, 3, 4, 5	E
7.	4 Maret 2004	Chap. 1, 2, 3, 4, 5 + Abstract	Ka
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

Appendix 15

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 68121

Nomor : 5733 /J25.1.5/Pl.5/2003.

Lampiran : Proposal

Perihal : Ijin Penelitian

Jember, 18 Desember ,2003.

Kepada : Yth. Sdr. Kepala

SMUN 1 RAMBIPUJI

di. –

Tempat

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerang-kan bahwa Mahasiswa tersebut di bawah ini :

Nama : Itm Faizatul Khusna

Nim : 990210401134

Jurusan/Program : PBS/Bhs. Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

A Descriptive Study on The Ability to Identify Main Ideas in Reading Texts of The Second Year Students of SMUN 1 Rambipuji in 2003/2004 Academic Year

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

An. Dekan
Pembantu Dekan I,

H. MISNO AL, M.Pd
NIP. 130 937 191

Irul-SP

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMU NEGERI 1 RAMBIPUJI-JEMBER
Jalan Durian No.30 Telp. (0331) 711173 Pecoro-Rambipuji

SURAT KETERANGAN
Nomor : 670/046/436.318.20/2004.

Yang bertanda tangan di bawah ini, Kepala SMU Negeri 1 Rambipu-
ji-Jember menerangkan bahwa   :

Nama   : Ita Faizatul Khusna
NIM   : 990210401134
Jurusan/Program   : Pendidikan Bahasa dan Seni/Pend.Bhs.Inggris.
Fakultas/PT   : Keguruan dan Ilmu Pendidikan/UNEJ.

Telah melaksanakan penelitian di SMU Negeri 1 Rambipuji Jember
mulai tanggal 31 Desember 2003 s/d 07 Januari 2004. Hal tersebut
dilakukan dalam rangka menyusun skripsi sebagai tugas akhir
untuk memperoleh gelar sarjana pendidikan (S.Pd) dengan judul :
A Descriptive Study on The Achievement to Identify Main Ideas in
Reading Texts of the Second Year Students of SMU Negeri 1 Rambi-
puji in 2003/2004 Academic Year.

Demikian surat keterangan ini kami berikan agar dapat diperguna-
kan sebagaimana mestinya.

Rambipuji, 10 Maret 2004
Kepala Sekolah,

DINAS PENDIDIKAN
SMUN 1
SEKOLAH MENENGAH
UMUM NEGERI
RAMBIPUJI

Drs. TOHARI,MM
NIP. 131 288 249