# A DESCRIPTIVE STUDY OF THE ABILITY ON
THE INFERENTIAL READING COMPREHENSION OF READING TEXTS
OF THE SECOND YEAR STUDENTS OF SMU I RAMBIPUJI
IN THE 2002/2003 ACADEMIC YEAR

THESIS

Presented as One of the Requirements to Obtain the S-1 Degree at
the English Education Program of the Language and Arts Education
Department of the Faculty of Teacher Training and Education,
Jember University
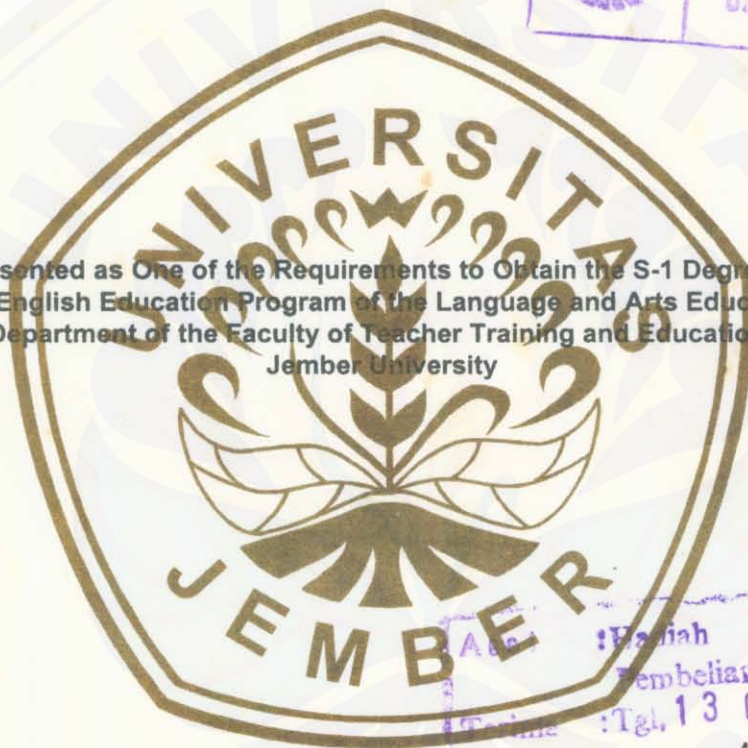
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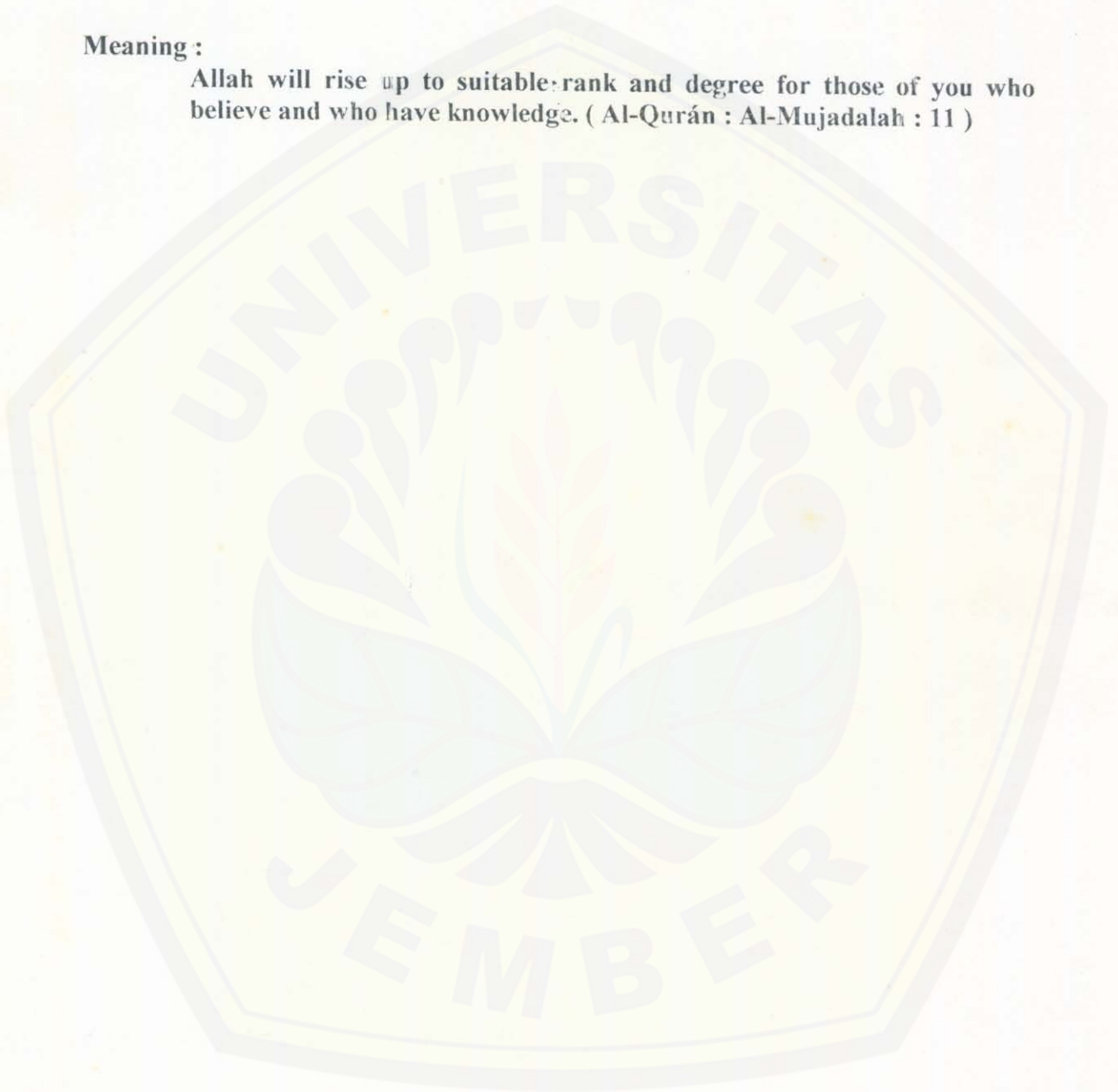
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JEMBER UNIVERSITY
JULY, 2003

Motto

يرفع الله الّذ ين ا منو منكم والّذ ين ا وتو العلم درجت

Meaning :

Allah will rise up to suitable rank and degree for those of you who believe and who have knowledge. (Al-Qurán : Al-Mujadalah : 11)

DEDICATION

This thesis is honorably dedicated to:

- ❖ **My beloved Father Moch. Socheh**, You have done many things for my future and **my beloved Mother Saudah**, Your prayers encourage my struggles.
- ❖ **My Aunts Nanik Uswatun and Afifah, and my uncle Cholili**, Many sacrifices were given for the sake of my future.
- ❖ **My Friends at Nurul Haq Mosque.**
- ❖ **Pro-97 Level.**
- ❖ **My Friends at Nurut Thohir Mosque, especially Jalil, Heri, Zuhdy, and Mudhofar.**
- ❖ **My Almamater, The Faculty of Teacher Training and Education of Jember University.**
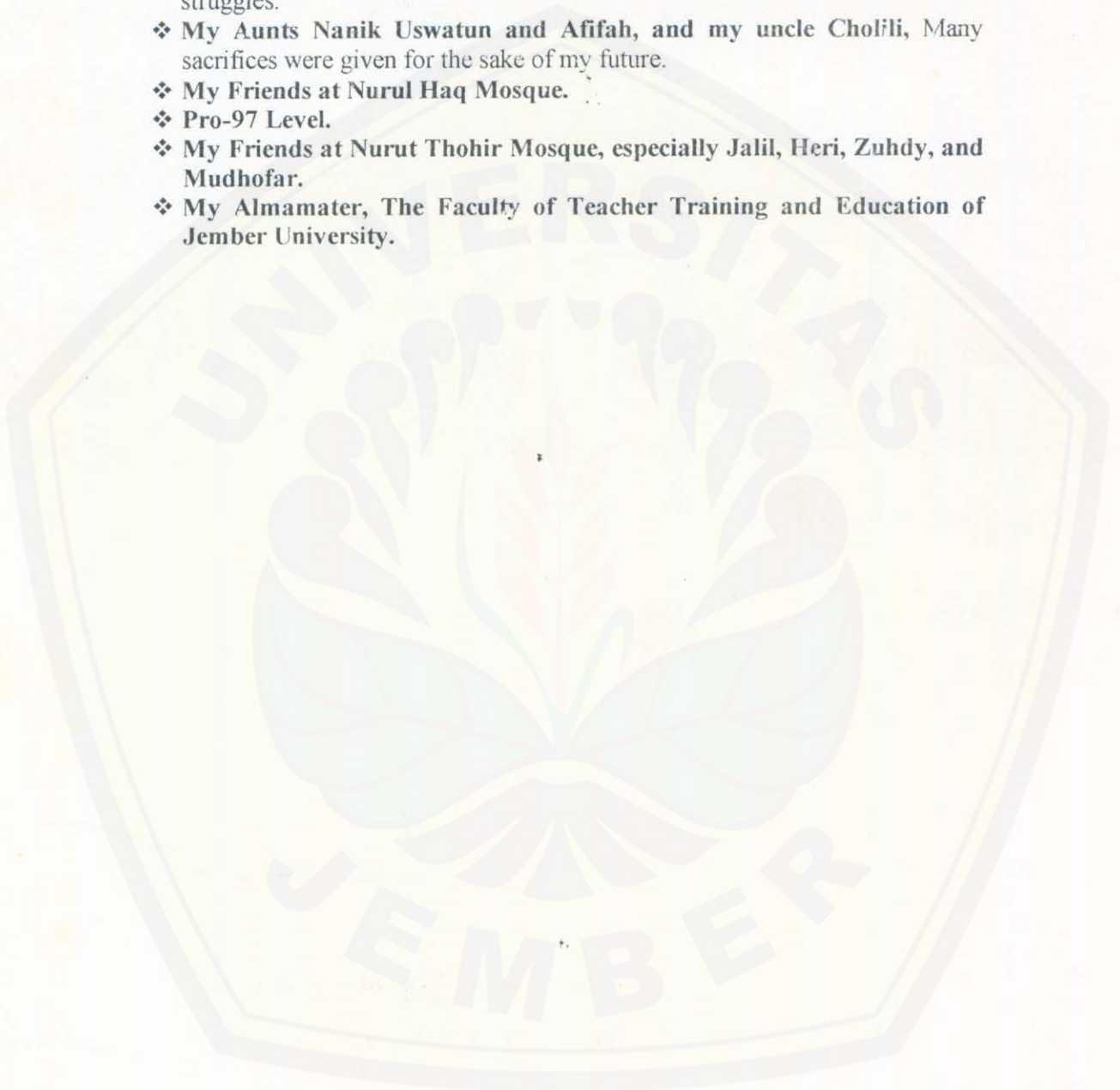
A DESCRIPTIVE STUDY OF THE ABILITY ON

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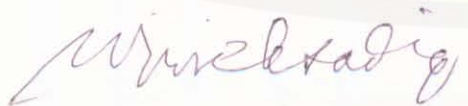
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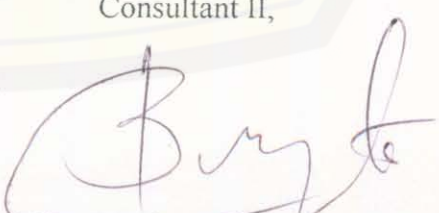
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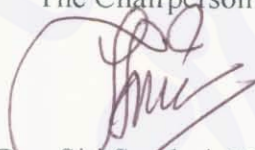
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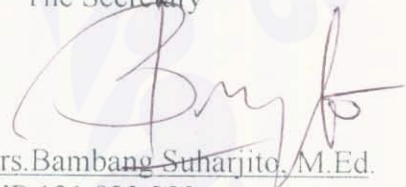
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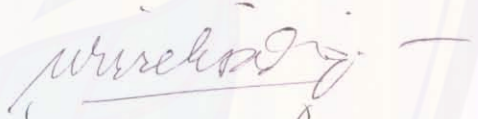
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2. Dra. Sri Suhartiningsih, M.Pd. as the Head of the language and Arts Education Department of the Faculty of Teacher Training and Education, Jember University.

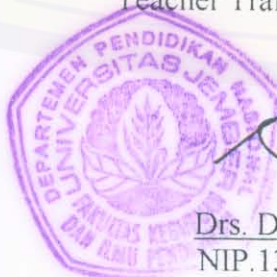3. Dra. Siti Sundari, MA. as the Head of the English Education Program of the Faculty of Teacher Training and Education, Jember University.

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Finally, I hope this thesis will provide some advantages for the readers. Any criticism, suggestions, and inputs will be appreciated to make this thesis better.

Jember, July 2003

The writer

TABLE OF CONTENTS

ABSTRACT

Saiful Anwar, June 2003, *A Descriptive Study of the Ability on the Inferential Reading Comprehension of Reading Texts of the Second Year Students of SMU I Rambipuji in the 2002/2003 Academic Year.*

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

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Key word: Inferential Reading Comprehension

This research was a descriptive study and was intended to describe the students' ability in inferential reading comprehension of reading texts. The problem was" How is the students' ability in inferential reading comprehension of reading texts of the second year students of SMU I Rambipuji in 2002/2003 academic year". The Inferential Reading Comprehension was limited to inferring unstated main idea, detecting the author's purpose and drawing a conclusion of English reading texts. The research was conducted at SMU I Rambipuji Jember in 2002-2003 academic year from April up to May. The respondents taken were 38 students. The technique used to determine the respondent was cluster random sampling. The method used to collect the primary data was reading test while interview and documentation were used to collect the supporting data. The collected primary data were analyzed quantitavely by using the percentage formula. Then, the result of the data analysis was described and discussed to answer the research problem. The research result demonstrated that on the average, the second year students' ability in inferential reading comprehension was 58,07% or in enough category. To be more specific, the results elaborated that the second year students' ability in inferring implicit main ideas was 70% or in more than enough category, in detecting the authors' purpose was 44,73% or in poor category, and in drawing a conclusion was 59,47% or in enough category. Finally, it is suggested that the students should be drilled on their reading ability especially on inferential reading comprehension in order to develop their reading skill.

I INTRODUCTION

There has been a research on reading comprehension skill done in relation to the role of reading in leading the mastery of other language skills. However, in Indonesia where English is considered as a foreign language, students of junior and senior high schools still encounter problems dealing with their reading skill. This research tries to seek an answer on this issue, particularly on the students' ability in comprehending the implicit ideas. This chapter highlights the issues related to the topics under study. It covers the research background, research problems, operational definition of the variable, research objectives and the advantages of the research.

1.1 The Research Background

Reading is a process of communication between the reader and the writer. By reading, someone gets not only information or knowledge but also pleasure (Grellet, 1981:4). Through reading, readers can enrich their view and provide themselves with various information. In short, reading makes readers be informed people

In the teaching of English at Senior High Schools, reading is one of the English skills that should be learned compulsorily by the students beside listening, speaking, and writing. The Basic Course Outline of the Teaching Program (GBPP) of the 1994 English Curriculum states that the teaching of English covers reading, listening, and speaking and writing skills, which should be taught integratedly with the main focus on the reading skill (*Depdikbud*, 1995: 15). The statement shows that reading is quite important to lead the mastery of the other language skills such as, listening, speaking, and writing.

Though English has been taught since the students were in Junior High School, they still found difficulties in reading comprehensively. Otto and Spiegel (1979:147) say that many students can read the words in passage perfectly, but unable to answer questions that call for making inference or for identifying the main idea. This condition also happens to the students in Indonesia. In line with this idea, Sartoyo (1972) in Anthony and Richard (1977:61) makes a conclusion

1

based on the UNESCO team research that the ability of Indonesian SMU students in comprehending the passage is very low. There are many students of junior and senior level who still encounter problems with their ability to comprehend reading passages. These problems occur because when reading students should use clues and prior knowledge they already acquired; besides, they should also have motivation to conquer the unfamiliar words and information which abilities were the students' deficiency. This situation happened more than three decades ago. However, there was almost no change on the condition. Students still face the same problem when trying to comprehend the content of reading passage. From these opinions, it can be said that reading to understand still becomes problems for most students of senior/ junior high schools in Indonesia.

Concerning with the reading comprehension skill, Kustaryo (1988; 12) divides it into three levels of comprehension.

> The first comprehension skill is literal reading comprehension. It is the comprehension of a text in which the ideas and fact are clearly stated in the text, so the readers can go back to the text to find the information desired. The second comprehension skill is inferential reading comprehension. It is the comprehension of the text in which the readers must read between lines to get the implied meaning. In other words, the readers must draw conclusion of unstated meaning by putting fact and ideas together through more thinking and predicting what is not stated by the author's. At last, the third comprehension skill is critical reading comprehension. It is the comprehension of the text in which the reader must read critically, so they might question, compare or evaluate the text.

The Basic Course Outline of the Teaching Program of the Senior High Schools in the 1994 English Curriculum states that the aim of teaching the reading comprehension skill involves reading to find either the explicit or the implicit meaning. In other words, the students of senior high school are expected to have the reading skill, especially literal and inferential reading comprehension (*Depdikbud*, 1994:15). Concerning with the first goal, there are not too many problems for the students to cope with the text. However, when they are asked to recognize the implicit meaning, sometimes it is not always easy for them to do. The students are required to have the ability not only to understand the sentences, but also they are asked to guess what are actually meant by the implicit sentences.

Since the reading comprehension skill is the focus of the teaching of English, it is necessary to conduct a research, which is intended to know the students ' ability in reading comprehension of English text, especially their ability in inferential reading skill. The research title is "A Descriptive Study of the Ability on the Inferential Reading Comprehension of Reading Texts of the Second Year Students of SMU I Rambipuji in the 2002/2003 Academic Year"

1.2 The Research Problem

Based on the background above, the problem of this research is formulated and classified in the form of general and specific problems.

A. Main Problem:

"How is the students' ability on inferential reading comprehension of reading texts of the second year students of SMU I Rambipuji in the 2002/2003 academic year?"

B. Specific Problems:

1. How is the students' ability on inferring unstated main ideas in the reading texts?

2. How is the students' ability on detecting the author's purpose in the reading texts?

3. How is the students' ability on drawing a conclusion in the reading texts?

1.3 Operational Definition of the Terms

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

1.3.1 Inferential reading comprehension means a kind of reading comprehension related to understanding on inferring unstated main idea, detecting the author's purpose, and drawing a conclusion of reading texts.

1.3.2 The students' ability

The students' ability in this research refers to the ability of students to identify implicit ideas and meaningful statements that are not clearly stated in the reading text, to detect the author's purpose and to draw a conclusion of the text.

1.4 The Research Objectives

In accordance with the problem statements, the objectives of the research cover the main objective and the specific objectives.

a. The main objective

To describe the students' ability on inferential reading comprehension of reading texts of the second year students of SMU I Rambipuji in the 2002/2003 academic year?"

b. The specific objectives

1. To describe the students' ability on inferring unstated main idea in the reading texts.

2. To describe the students' ability on detecting the author's purpose of the reading texts.

3. To describe the students' ability on drawing a conclusion of the reading texts.

1.5 The Advantages of the Research

The results of this study are expected to give some advantages for the following people:

1.5.1 The English Teacher

Hopefully, this research may provide meaningful information for the English teacher in helping the students to develop their ability in inferential reading comprehension skill.

1.5.2 The Students

The students are expected to be motivated to acquire reading comprehension skill after learning how to read a reading text inferentially.

1.5.3 Future Researchers

The results of this research are expected to become an input for future researchers who want to conduct a further research about inferential reading comprehension by using a different research design. For example, using an experimental research design or a classroom action research to know the effectiveness of teaching reading through inferential reading comprehension to improve the students' reading skill.

II. REVIEW OF RELATED LITERATURE

This chapter describes some points of view related to the reading comprehension skills. It involves reading comprehension, inferential reading comprehension, inferring unstated main idea, detecting the author's purpose in writing a passage, drawing conclusion. The practice of reading in SMU based on the 1994 English Curriculum and Teaching Inferential Reading Comprehension of SMU are also presented in this section.

2.1 Reading Comprehension

There are many definitions of reading comprehension. Some experts have given their opinions towards reading comprehension. In fact, reading is not merely an activity of our eyes to see a set of sentence stated on passage or text. Adler (in Gie, 1984:61) states that reading is a process of interpreting or understanding what presents itself to the sense in the form of words or other sensible marks. In addition, Hornby (1995:968) defines reading as the action of one who looks at and understands and the meaning of written or printed words or symbols. Based on these ideas, reading is a complex activity in which we need both our eyes to see the printed words or other symbols and our comprehension to grasp the meaning.

Just covering words or pages would mean little if we do not grasp the meaning from what we read. As confirmed by Grellet (1996:3), understanding a written text means extracting the required information from it as efficiently as possible. According to McNeil (1992:16), reading comprehension is acquiring information from context and combining disparate elements into a new whole. It is a process of using one's existing knowledge to interpret text in order to construct meanings. Meanwhile, Kustaryo (1998:11-12) says that reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students' prior knowledge and experiences. Based on the ideas, reading comprehension is acquiring information from printed words or texts. Reading involves variety of skills. Munby in Grellet, (1996:3) has classified some of reading skills as follows:

6

1. Understanding explicitly stated information;
2. Understanding information when not explicitly stated;
3. Understanding relations within the sentences;
4. Identifying the main point or information in the text;
5. Distinguishing the main idea from supporting details;
6. Skimming;
7. Scanning to locate specifically required information.

In this study, the reading skill desired is limited to understanding implicitly stated information or inferential reading comprehension, as the aim of teaching the reading comprehension skill at senior high schools is to find either the explicitly or implicitly main ideas and supporting details.

2.2 Inferential Reading Comprehension

Inferential reading skill has several definitions as suggested by different experts. As stated by Wood (1991:206), the readers should use clues provided by the author and add information from their own prior background to draw a logical conclusion about the meaning. Alexander (1980:161) claims that a higher level of comprehension involves reading between the lines. The readers bring knowledge and experience to the act of reading, draw inferences, and apply reading to life situation. Kustaryo 1998:12) adds that the readers must read between the lines to get the implied meaning. For this level, the readers are involved in an interchange of ideas into the author. In other words, in order to understand the passage, the reader needs more images, ideas, and reaction. Further, they should understand the unstated information involved by understanding the author's idea. Smith in Otto and Spiegel, (1979:152) states that inferential reading comprehension involves thinking skills and requires the readers to identify ideas and meaningful statement that are not explicitly stated in the written texts. In other words, inferential reading comprehension provides the readers to predict the content of the passage by himself or herself.

Based on the statements above, it can be concluded that inferential reading comprehension is the skill, which needs more thinking in order to comprehend a passage because the reader should infer everything which is not stated in the

passage by thinking or predicting the context using prior knowledge rather than depending merely on the author's writing.

2.2.1 Inferring Unstated (Main) Ideas

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

In efficient and flexible reading, McWhorter (1992:127) says that although most paragraphs do have a topic sentence, occasionally the reader will encounter a paragraph in which there is no sentence that clearly expresses the main idea. In this paragraph, the readers must form their own statement on impression of the main idea. In addition, Notorious (1984:37) says that some materials do not directly state main idea, so the readers need to infer the main idea from the sentences of detail. In this case, Wood (1996:123) states that when there is no topic sentence that directly stated what a paragraph is about, look for words and phrases when taking together summarize the idea in the paragraph.

To gain the implied main idea, the reader should list the fact or details, which are put together to determine the meaning of the paragraph as a whole. McWhorter (1989:111) explains that there are three steps as a grade to find the unstated main ideas:

1. Finding the topic. Ask yourself what is the one thing the author is discussing through the paragraph?
2. Deciding what the writer wants you to know about the topic. Look at each detail and decide what longer idea each explains.
3. Expressing the ideas in your own word.

McWhorter gives an example of how to find out the implied idea in the following paragraph. Follow the three steps listed above, after reading it:

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, and pencils and pens and concentrate on building their careers. Tomorrow's workers will

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)

The topic of this paragraph is education. The writer begins by explaining that in the past, education took place during a certain time period in our lives. Then the writer predicts that in future, education will continue throughout a person's life. The main point the writer makes is that the idea of education is changing. Notice, however, that no single sentence states this idea clearly. The reader had to infer this idea from the way all the sentences in the paragraph worked together. By the following the three steps above, the reader will find out what main point the writer wants to tell is.

2.2.2 Detecting the Author's Purpose in Writing a Passage

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

All writers write something with a purpose. In line with this, Winner and Bazerman (1996; 137) say that writers write for a reason. Some wish to give information, some write to persuade us to believe something. Meanwhile, others try to push up into taking some reaction related to a subject of deep meaning to them. Some writers to amuse or entertain. In addition, Otto and Spiegel (1979:188) say that writers always have a purposive for writing: to inform, to persuade, or to accomplish something else. It is clear that in writing a written passage the writer always has a purpose that they want the readers to get. From those ideas, it can be concluded that writers write with a purpose. Some to give information, while others to give recreation or amusement. From these ideas, it can be concluded that detecting the author's purpose in writing is very important

because it will give the reader the ability to know the content of the writing a passage itself.

In this research, the students will be asked to recognize the author's purpose in writing the reading text so they can understand the content of it, too.

2.2.3. Drawing a Conclusion

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

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

1. Be sure you know the main idea.
2. Check on different vocabulary.
3. Look out the logic of action.
4. Look at the ways people are described.
5. Ask yourself after you read. What will happen as a result of these action or events?
6. Be careful to build your conclusion. It must be based on the evidence; you find it in what you read and not exclusively on your opinion.

These ideas above clearly explain that in drawing conclusion the reader must be able to get his own conclusion from the details ideas that were suggested by the writer.

This research could ask the students to draw conclusion after they had read the texts, in order to know their ability in understanding the passage.

2.3 The Teaching of Reading Based on the 1994 English Curriculum for Senior High Schools

The 1994 Curriculum for Senior High Schools showed that the main aim of teaching reading at SMU is that the students are expected to comprehend English texts (Depdikbud, 1995:10). Therefore, most English teachers frequently assign their students to read English texts in the classroom. In this way, they hoped that their students could learn the target language in the form of using not only its structure but also vocabulary. However, without understanding the content of the given reading-text, they may fail to comprehend the text in order to get the information or message from the text. From these reasons, the English teacher should be able to choose suitable reading activities, teaching technique, and strategy to fulfill this aim.

Based on the 1994 English Curriculum for the second year students, the objective of teaching reading is to enable to read the text given in the form of narratives, descriptive, dialogues, argumentations, and specific form dealing with the content of books, direction, ticket, label, diary, brochure, agenda, letters-that consists of more or less 300 words with the following skills: to find specific information, to get general information of the text; to find the main ideas; to find supporting details; to make inferences; to interpret the meaning of words, phrase and sentences based on the context; to get enjoyment (Depdikbud, 1995:10).

In teaching English, the teacher was required to apply communicative or meaningfulness approach. The English teaching covers for skills namely reading, speaking, listening, writing that were taught integrated with focusing on the reading skill. The structure of instructional program was also in accordance with the time allocation for the English, which was divided into 4 hours x 45' (Depdikbud, 1995:3-5). In the teaching learning process, the students were expected to use English in the class either orally or in the written form. In this case, the teacher should encourage the students active in learning English either

individually or in groups. In the teaching of English, the role of teacher was as a facilitator and motivator. The teacher helped the students if necessary and motivated them to use English actively and optimally. The teaching learning process was centered on the students, not on the teacher. Thus, the students were expected to be active in learning English, which could be resulting in better acquisition in the target language. However, this goal was not as easy to accomplish as it is expected. There were obstacles both for the teacher and for the students.

The problem that the students commonly had was that the students still had difficulty to identify the implicit idea and meaningful statement that were not explicitly stated in the written text. The teacher had given explanation about the inferential reading, but not all students could understand about the subject. Many students still felt difficult about the subject, because of lack of vocabulary, lack of previous knowledge of the topic or lack of motivation to do the reading and attack their problems seriously. They sometimes did not have an ability to use the clue/s used by the author in writing a passage.

2.4 Teaching Inferential Reading Comprehension at SMU

In the teaching of English at SMU, reading is one of the skills that should be learned by the students, beside, listening, speaking, and writing. The Basic Course Outline of the Teaching Program as stated in the1994 English Curriculum indicates that the teaching of English covers reading, listening, speaking, and writing skills that should be taught integratedly with the main focus on reading skill (Depdikbud, 95:1).

Further, the Basic Course Outline of the Teaching Program of the 1994 English curriculum states that the aims of the teaching of reading comprehension are as follows:

1. Finding the specific information
2. Getting the general figure about the content of the text
3. Finding the explicit main idea
4. Finding the implicit main idea
5. Finding the explicit the supporting details
6. Getting implicit information
7. Interpreting words, meaning, phrase and sentence related to the text
8. Getting pleasure

Considering the material of inferential reading comprehension, this is research focused on the points of the reading materials, which had relationship with the reading skill especially on the points of inferential reading comprehension, they are as follows:

1. To find implicit main ideas
2. To get implicit information
3. To interpret the meaning of words, phrase, and sentence related to the text

III. RESEARCH METHODOLOGY

This chapter presented the description of the research methodology applied in this research. They were the research design, the research area, the research respondent, the research instruments and the data analysis method. They could be explained respectively in the following parts.

3.1 The Research Design

This research was intended to describe the second year students' abilities to comprehend the inferential reading comprehension of English reading text at SMU I Rambipuji in 2002/2003 academic year. In line with this purpose, that was to describe about the students' ability in inferential reading comprehension, the appropriate research design chosen was a descriptive qualitative design. According to Strauss and Corbin (1990:17-19) if a research wanted to describe certain variable, the research was a descriptive qualitative research. Through qualitative research methods, it enabled the researcher to intricate details of the phenomena. However, these methods were in effect quantifying qualitative data, which was done by coding a data in a manner that allow them to be statistically analyzed. Bogdan and Biklen (1992:73) The quantitative method could be applied in the percentage form. Therefore, this research was a descriptive one. Arikunto (1989:291) classifies the characteristic of descriptive research as follow: 1) it did not need an administration and control of treatments, 2) it did not need to prove the hypothesis but described everything stated in fact and real condition, 3) the researcher worked with objective and system for describing the content of the problem.

This research focused on studying a single variable, namely inferential reading comprehension ability, while the research procedures were:

1. Determining the data resources (the data by purposive method);
2. Constructing the research instruments (Reading Test; Interview guide)
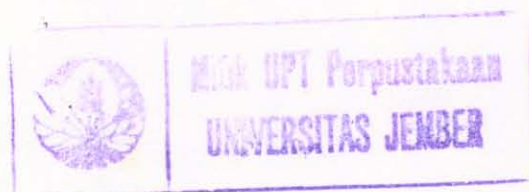
3. Collecting the primary data by administering reading test to the respondents; and supporting data by giving interview to the English teacher.

4. Classifying and coding the collected primary data that taken from test;

5. Interpreting the analysis of the primary data in an in-depth discussion;

6. Drawing the conclusion to answer the research problems statistically in the form of percentage;

7. Writing the research report.

3.2 The Research Area

Bogdan and Taylor (1975: 27-28) say that purposive was a method based on a certain purpose and reason. In this research, purposive method was used to determine the research area.

SMUN I Rambipuji Jember could be chosen as a research area under some consideration. First, the students were still having problems with the ability of inferential reading comprehension skill. Second, it was possible to obtain permission to conduct a research from this school.

3.3 The Research Respondents

The population of this study was the second year students of SMU I Rambipuji in the 2002/2003 academic year, which consisted of more than one hundred students, that was 176 students divided into 5 classes. In this study, the sample was taken by cluster random sampling by lottery. Cluster random sampling was a way of taking sample randomly based on the group of clusters (Russefendi, 1994:84).

The number of sample was 38 students. Before the samples were taken by cluster random sampling by lottery, the students' score of English formative test made by the English teacher which measured their English abilities were analyzed by using F test to know the homogeneity of the population. The result of analysis showed that the second year students of SMU I Rambipuji as the population were

homogenous (Fo = 1.957<F table = 2.424). The result analysis could be seen on appendix 1

3.4 The Research Instruments

In relation with this research, the research applied some data collection methods to get the required data, consisting of primary and supporting data.

3.4.1. Test

Arikunto (1998:139) explained that test was a set of questions, exercise or other means which were used to measure skill, knowledge, intelligence, ability or talent of individuals or groups. In this research, test could apply to measure the students' abilities to identify the inferential reading comprehension in English reading texts.

The test was objective test in the form of multiple choice. This kind of test could be used by considering that it could test many materials in short time, (Ali, 1987:101-102). In addition, it was easier to score and create likely higher test reliability. Hughes (1989:59) stated that the most obvious advantage of multiple choices was that scoring could be perfectly reliable. The test consisted of 15 items. The allocation time was 60 minutes. These items could spread out equally to the three indicators of this research. For inferring unstated main idea, detecting the author's purpose and drawing conclusion each consists of five items. Each correct answer could get 6 points. For each wrong answer, got 0 point. If the respondents were able to answer all items correctly, they could get 90 points.

Table 1. Distributions of item for each indicator

No	Item No.	Indicator
1. Reading Text 1.	1.	- Inferring Unstated Main Idea
	2.	- Detecting The Author's Purpose
	3.	- Drawing a Conclusion
2. Reading Text 2.	4.	- Inferring Unstated Main Idea
	5.	- Detecting The Author's Purpose
	6.	- Detecting The Author's Purpose
	7.	- Drawing a Conclusion
3. Reading Text 3.	8.	- Inferring Unstated Main Idea
	9.	- Detecting The Author's Purpose
	10.	- Drawing a Conclusion
4. Reading Text 4.	11.	- Inferring Unstated Main Idea
	12.	- Detecting The Author's Purpose
	13.	- Drawing a Conclusion
5. Reading Text 5.	14.	- Inferring Unstated Main Idea
	15.	- Drawing a Conclusion

Regarding the test validity and reliability, this research used content validity because it was intended to use representative material of the language skills, which were measured (Hughes, 1989:22). Moreover, the test items were constructed by considering the material stated in the 1994 English Curriculum and the research indicators to meet the content validity of the test. Concerning with the reliability, Hughes (1989:42) states that a valid test must be reliable; a reliable test may not be valid at all. The test, which was considered valid, was commonly reliable although it was conducted in a different place at different time. In line with this idea, Joni (1986:38) stated that if the test is valid it must be reliable. On

the other hand, when the test is a reliable, it is not always valid. It could be concluded that the test, which is valid, must be reliable. Based on the statements above, since the test had content validity, it was valid and reliable. Therefore, the reliability of the test was established.

This research used objective test by using multiple-choice test. Teacher made test was used in this research. Teacher made test was a test, which was constructed by the teacher himself. However, this test was consulted to the material in the 1994 English Curriculum of the second year students of SMU, and to the English teacher of SMUN I Rambipuji. When there were the test items which were unsuitable with the aim of the teaching, they would be revised. In fact, the test material is suitable with the aim of the teaching. So, the test items were not revised.

3.4.2. Interview

Bogdan and Biklen (1992:77) stated that interview was a dialogue conducted by the interviewer to obtain the data from the interviewees. The guided interview was used in this research to obtain the supporting data about the English teaching in general, the text books used in English teaching, the students' ability in inferential reading comprehension so 'far, students' problems in gaining the inferential reading comprehensions skill, and how to overcome their problems. The interview questions were used as a guide to interview the English teacher of the second year students of SMU I Rambipuji which was prepared in Appendix 3

3.4.3. Documents

Documents were used to get the supporting data about the second year students' English score of semester 1 in 2002/2003 academic year, the names of respondent, the school facilities and the personnel of the school. All of these data were used to support the main ones, in order to have more complete description of the phenomenon under study.

3.5 Data Analysis Method

The data analysis method used in this research was descriptive qualitative. It could be used to analysis the data about the students' score of the test given. The method was aimed at calculating the percentage of the students' ability in inferential reading comprehension by using the following formula.

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

Where:
Σ = Total score in percentage
n = Number of the right answers
N = Total test items
Ali (1987:184)

Table 2. Methods of Data Analysis

Data	Source	Method of Analysis
1. Student's Scores of Reading Test	Students	Quantitative
2. Gained from interview	English Teacher	Descriptive
3. Documents	School Document	Descriptive

The results of the data analysis could be analyzed descriptively based on the following classification of the score levels.

Table 3. The Classification of the Score Levels

Score %	Indonesian term	Interpretation
96-100	Istimewa	Excellent
86-95	Baik sekali	Very good
76-85	Baik	Good
66-75	Lebih dari cukup	More than enough
56-65	Cukup	Enough
46-55	Kurang	Poor
36-45	Sangat kurang	Very poor
26-35	Buruk	Bad
<25	Sangat buruk	Very bad

(Adapted from Depdiknas, 1999:85).

IV. RESEARCH RESULT, ANALYSIS, AND DISCUSSION

In the following sections, the research results, the analysis of the data and the discussion are presented in turn.

4.1 The Results of Test

The purpose of reading test was to get the main data about the student's ability in inferential reading comprehension. The test was administered on May 17, 2003. The test was objective test in the form of multiple choices. The time of the test was 60 minutes. The students were required to choose the correct answer among the available options. The test items covered three indicators, namely inferring the unstated main idea, detecting the author's purpose, and drawing conclusion.

The students' scores of the reading test were analyzed based on the number of correct answers of the test items. It meant that the more correct answers they had, the better scores they got. The test consisted of 15 items and each item was scored 6 point. So, the total score was 90 point.

4.2 Data Analysis

The students' reading test scores were analyzed to know their ability in inferential reading comprehension. The percentage formula to analyze the data was as follows:

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

Where:
Σ = The students' reading scores of each indicators in the percentage
n = Number of the right answers of each indicators obtained by the students
N = The total number of the test items of each indicators
(Adapted from Ali, (1987:184)

20

The following table showed the scores of the students' ability in inferential reading comprehension test. It included the scores of ability in inferring unstated main ideas, detecting the author's purpose, and drawing a conclusion.

Table 4: The Data of the Students Reading Test Scores of the Ability in Inferential Reading Comprehension of Reading Texts

Student NO	Unstated Main Idea (Total:30)	Detecting Author's purpose (Total:30)	Drawing Conclusions (Total:30)	Total	Percentage (%)
1.	24	18	18	60	66,66
2.	12	12	18	48	53,33
3.	18	6	12	36	40,00
4.	18	12	12	48	53,33
5.	18	12	18	48	53,33
6.	18	6	18	42	46,66
7.	12	18	6	36	40,00
8.	18	18	18	54	60,00
9.	18	18	18	54	60,00
10.	24	12	12	48	53,33
11.	18	6	12	36	40,00
12.	12	18	18	60	66,66
13.	24	18	12	54	60,00
14.	24	12	6	42	46,66
15.	24	24	24	72	80,00
16.	30	12	18	60	66,66
17.	18	18	18	54	60,00
18.	24	12	24	60	66,66
19.	24	6	24	60	66,66
20.	24	18	18	60	66,66
21.	12	18	12	42	46,66
22.	12	12	24	48	53,33
23.	24	18	24	66	73,33
24.	12	18	24	54	60,00
25.	12	12	24	48	53,33
26.	24	18	12	54	60,00
27.	24	6	18	48	53,33
28.	24	18	24	66	73,33
29.	24	18	24	66	73,33
30.	24	18	24	66	73,33
31.	24	6	18	48	53,33
32.	24	6	18	48	53,33

33.	30	6	18	54	60,00
34.	24	12	18	54	60.00
35.	18	12	24	54	60,00
36.	24	18	12	66	60,00
37.	24	6	24	66	60,00
38.	24	12	12	48	53,33
Total	798	510	678	1986	

Table 5: The Percentage of the Students' Reading Scores of Each Indicator

No	Indicators	The obtained score	The total scores	Percentage (%)
1	2	3	4	5
1.	The Students' Ability in Inferring Unstated Main Idea	798	1140	70,00
2.	The Students Ability in Detecting the Author's Purpose	510	1140	44,73
3.	The Students' Ability in Drawing a Conclusion	678	1140	59,47
4.	The students' Ability in Inferential Reading Comprehension of Reading Texts	1986	3420	58,07

The students' ability in inferential reading comprehension was categorized based on Depdikbuds' classification of the score levels. The following was tables of the students' category and student's frequency on the ability in inferential reading comprehension.

The table 6 below, the classification of the students' score level. The classifications included the mean and the interval scores.

Table 6: The Classification of the Students' Reading Scores of Each Indicator.

No	Indicators	Mean score (%)	Interval Score (%)	Classification
1.	2.	3.	4.	5.
1.	The Students' Ability in Inferring Unstated Main Idea	70,00	66-75	More than enough
2.	The Students' Ability in Detecting Author's Purpose	44,73	46-55	Poor
3.	The Students' Ability in Drawing a Conclusion	59,47	56-65	Enough
4.	The Students' Ability in Inferential Reading Comprehension	58,07	56-65	Enough

The table below showed the categories of students' ability in inferential reading comprehension. It was included the students scores in percentage, frequency, and rank.

Table 7: The Categories of Students' Ability in Inferential Reading Comprehension of reading texts.

No	Level of Frequency	Scores (%)	Frequency	%	Rank
1.	Excellent	96-100	0	0	
2.	Very Good	86-95	0	0	
3.	Good	76-85	1	2,63	V
4.	More than enough	66-75	10	26,31	III
5.	Enough	56-65	11	28,94	II
6.	Poor	46-55	13	34,21	I
7.	Very Poor	36-45	3	7,89	IV
8.	Bad	26-35	0	0	
9.	Very Bad	<25	0	0	
10.	Total		38	100	

The following chart was about the categories of students' ability in inferential reading comprehension.

Chart of Categories of Students' Ability in Inferential Reading Comprehension

Very poor 8%
Good 3%
More than enough 26%
Poor 34%
Enough 29%

□ Good □ More than enough □ Enough □ Poor □ Very poor
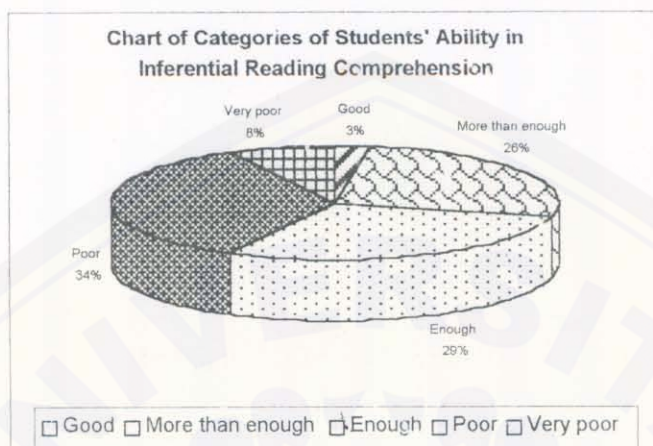
4.3 Result of Interview

The interview was conducted to get the supporting data about the English teaching and learning process. The interview was conducted on 25 October 2002. One English teacher was invited and ready for the interview. The teacher said the English teacher at SMU I Rambipuji Jember used a textbook and supplementary one that had been adjusted from the English Basic Course Outline in which English was taught in integratedly. The required books used was English for Senior High School by Ali Saukah and Arwijati Wahyudi published by Depdikbud. Besides, the supplementary books used to support the teaching learning process such as those published by Intan Pariwara and Ganeca Exact Bandung.

The teacher said that the English teaching and learning process was based on the 1994 English curriculum focusing on Communicative Approach. She said that the teacher asked their students to express their ideas in English. The teaching applied various methods such as discussion, explanation, and question answer, depending on the classroom situation. On this point, she informed that in Communicative Approach, the teaching of reading was divided into three parts. Those were pre-reading, whilst –reading, and post-reading. The teacher added that she used reading techniques such as skimming, scanning, reading aloud, silent reading and careful reading. Moreover, the reading materials were given to the

students based on the English teaching syllabus. In presenting reading material, the teacher always led the students to understand the passage by explaining what actually the main points of each paragraph were.

The problem that the students commonly had was that the students still had difficulty to identify the idea and meaningful statement that were not explicitly stated in the written text. The teacher had given explanation about the inferential reading, but not all students could understand about the subject easily. Many students still felt difficult about the subject because of the lack of vocabulary, lack of previous knowledge of the topic or lack of motivation to do the reading and not knowing how to solve the problem. They sometimes did not have an ability to use the clue/s used by the author in writing a passage.

4.4 The Result of Documents

As stated in the previous chapter that document was used to get the data about the supporting data of this study. They are the students' score of semester 1 in 2002-2003 academic year, the names of respondent, the school facilities and the personnel of the school. The research respondents were the second year students of SMU I Rambipuji in the 2002-2003 academic year. The names and the number of respondents could be seen on Appendix .

4.5 Discussion

From the research result, the students' ability in inferential reading comprehension could be seen in detail for each indicator as follows:
The easiest indicator of inferential reading comprehension was in inferring unstated main ideas. The students' ability in inferring reading comprehension was 70 % or more than enough level and the most difficult indicator was in detecting the authors' purpose. The students' ability in detecting the authors' purpose was 44,73% or poor level. Then, the students' ability in drawing a conclusion was 59,47% this was categorized as enough level. On the average, the students ability in inferential reading comprehension was 58,07%. It means that the students' ability in inferential reading comprehension was "enough" level.

Based on the results presented in Table 6. It was known that only one student or 2,63% who got good score in the test, 10 students or 26,31% who got more than enough scores, 11 students or 28,94% who got enough scores, 13 students or 34,21% who got poor, and 3 students or 7,89% who got very poor scores.

To be more specific, the discussion of students' results were represented by the following students. The respondent number 16 got 72 for all indicators. He got the highest score among the students, which was "good" level. From 15 test items, he got 24 scores on inferring unstated main ideas, detecting the authors' purpose and drawing a conclusion. For him, inferring unstated main idea, detecting the authors' purpose and drawing a conclusion was easy because he had enough prior knowledge and experience as well as the meaning of the sentences. On the contrary, the respondent number 3 got 36 for all indicators. He got the lowest (poor) score among the students. His score for unstated main idea was 18, detecting the authors' purpose was 6, and drawing a conclusion was 12. His highest score from 15 items test was on inferring unstated main idea, that was 18. The indicators on unstated main ideas was easier than the other indicators. It was because he predicted the content of the passage by himself. While he got difficulties on detecting the authors' purpose because he did not have enough experience about it. In addition, he did not enough vocabulary so he did not understand the content of the passage. The respondent number 5 got 48 for all indicators. He got 18 for inferring unstated main ideas and drawing conclusion. She got difficulties on detecting the authors' purpose because he was confused to choose the suitable English words. The meaning of English words sometimes were not only one. His score on detecting the authors' purpose was 12. It meant that he had poor ability on inferential reading comprehension especially on detecting the authors' purpose. The respondent number 19 got 60 for all indicators. She got 24 scores on inferring unstated main ideas and drawing conclusion. For inferring unstated main ideas and drawing a conclusion were easy for her because she had enough prior knowledge and experience about the types of this passage. However, she got bad scores on detecting the authors' purpose

because she was lack of prior knowledge and vocabulary. Her score on detecting the authors' purpose was 6. In general, She had enough ability on inferential reading comprehension. The respondent number 23 got 66 point for all indicators. She got 23 on inferring unstated main ideas and drawing conclusion. On inferring unstated main ideas and drawing conclusion were easy because she had enough prior knowledge and vocabularies. However, she got 18 scores on detecting the authors' purpose because she was confused with the meaning of English words. In general, she had more than enough ability on inferential reading comprehension.

Based on the results, it could be said that the students still had problem with inferential reading comprehension especially in detecting the authors' purpose. It was assumed that the students still found difficulty in detecting the authors' purpose because the students lacked of prior knowledge and experience as well as the meaning of words. They did not understand the type of paragraph as well. They did not understand a certain word that could influence their ability to infer the details of the text. They found that comprehending word without enough prior knowledge was very difficult to be performed. As said by Burns et al that understanding printed material depends upon knowledge of word meanings (1984:161). As students got some troubles in comprehending words, they also faced the same problem with their comprehension. This condition could be solved if the teachers gave the meanings of the difficult words in other forms of the text. As Young and Savage (1982) said that a teacher should socialize the words and their meanings before they were given to the students in the form of the text. In addition, Juwariyah (1995:24) said most of the second year students had poor ability to identify the implicit main ideas because they lacked practice and knowledge of how to identify the implicit main ideas.

Based on the explanations above, it could be concluded that in general, the quality of the second year students' abilities of SMU I Rambipuji in inferential reading comprehension was enough level. It is suggested that students' ability in inferential reading comprehension of reading texts should be drilled and they need to practice as frequently as possible in inferential reading comprehension to improve this inferential reading skill.

V. CONCLUSIONS AND SUGGESTIONS

The results of study in the form of conclusions could be presented, as well as some suggestions for the improvement of the issue being investigated in this study

5.1 Conclusions

Based on the results of data analysis it is known that on the average, the students' ability in inferential reading comprehension was in the category of enough (58.07%)

Specifically, the results showed different categories as follows:

1. On the average, the second year students of SMU I Rambipuji in the 2002-2003 academic year had more than enough ability in inferring unstated main ideas in reading comprehension (M = 70%).

2. On the average, the second year students of SMU I Rambipuji in the 2002-2003 academic year had poor ability in detecting the authors' purpose in reading comprehension (M = 44,73%).

3. On the average, the second year students of SMU I Rambipuji in the 2002-2003 academic year had enough ability in drawing a conclusion in reading comprehension (M = 59,47%).

The results showed that the student's ability in inferential reading comprehension need to be improved since their ability in it was still enough.

5.2 Suggestions

Based on the result discussion above, there are some suggestions that can be given to the following person:

a. The English Teacher

The teacher should provide the students more practice and motivate them to learn more in inferential reading comprehension. Therefore, they will be able to be a good and independent reader whenever they find a reading text. In addition, the teacher should pay attention on the students' difficulties and weaknesses in their reading ability.

b. The Students

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

c. Further Researchers

It is important for other researcher to conduct further researcher on students' ability in inferential reading comprehension by using different research design or classroom action research in order to know the effectiveness of teaching reading through inferential reading comprehension

30

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31

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RESEARCH MATRIX

Title	Problems	Variable	Indicators	Data Resources	Research Methods
A Descriptive Study of the Ability on the Inferential Reading Comprehension of Reading texts of the Second Year Students of SMU 1 Rambipuji in the 2002/2003 Academic Year	• **Main Problem** How Is the Ability on Inferential Reading Comprehension of Reading Texts of the Second Year Students of SMU I Rambipuji in the 2002/2003 Academic Year? • **Minor Problems** 1. How is the students' ability in inferring Unstated Main Ideas in the reading texts? 2. How is the students' ability on inferring Unstated Cause/Effect in the reading texts? 3. How is the students' ability in Detecting the Author's Purpose in the reading text? 4. How is the students' ability in Drawing a Conclusion in the reading texts?	The Ability in Inferential Reading Comprehension of Reading Texts of the Second Year Students of SMU I Rambipuji in the 2002/2003 Academic Year	• Inferring Unstated Main Ideas • Inferring Unstated Cause/Effect • Detecting the Author's Purpose • Drawing a Conclusion	• Respondents : The Second Year Students of SMU I Rambipuji in 2002/2003 Academic Year • Informant : The English Teacher • Documents	1. Research Design Descriptive 2. Research Area Purposive Method 3. Respondents Cluster Random sampling 4. Data Collection Primary Data : - Test Supporting Data : - Interview - Documents 5. Data Analysis $$\Sigma = \frac{n}{N} \times 100\%$$ Where: Σ = The Total Score of the Student's Reading Ability in the Percentage n = The Number of Reading Right Answers Obtained by the Students N = The Total Number of the Test Items of Reading (Adapted from Ali, 1987:184)

Appendix 2

Reading Comprehension Test
Class : 2 SMU
Time : 60'

Text 1

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

Raden Ajeng Kartini

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

Kartini knew that this was only the beginning of education for woman, but she could not do more. She had always been weak, and she died when she was only 25 years old. Thank to her, women in Indonesia now have equal position in society to men.

(Adopted from Bahasa Inggris 2)

1. What is the main idea of paragraph I?
   a. R.A Kartini's Family did not agree with her idea to improve women's condition in Indonesia.
   b. R.A. Kartini's efforts to improve women's condition in Indonesia.
   c. The efforts of R.A. Kartini's elder brother to break her idea.
   d. Her husband allowed her to build a housekeeping course for women in his regency.

2. What is the main purpose of paragraph I?
   a. Argue with the reader about R.A Kartini's idea to improve women's condition in Indonesia.
   b. Let the reader to know R.A Kartini's effort women's condition in Indonesia.
   c. Persuade the reader to believe with the author's idea about R.A. Kartini.
   d. Give an example of heroin in Indonesia.

3. What is the conclusion of this passage?
   a. R.A. Kartini died when she was only 25 years old.
   b. Women in Indonesia now have equal position in society to men.
   c. R.A. Kartini has built a housekeeping course for women in her husband regency.
   d. R.A. Kartini becomes the heroin of women in Indonesia.

Text 2.

Facsimile Transmission

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

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

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

(Adopted from Bahasa Inggris 2)

4. What is the main idea of paragraph I?
   a. A plane crashes causes terrible damage in a town
   b. The procedures of facsimile transmission to transmit news and to any newspaper station
   c. Facsimile transmission is the as television, jet planes, spacecraft, laser beams and other modern miracles
   d. The functions of facsimile transmission

5. What is the purpose of paragraph 2?
   a. tell about a telephone circuit
   b. describe about how a facsimile machine operates
   c. advise people to use telephone circuit to transmit news
   d. let the readers know about a facsimile machines

6. The purpose of this passage is to...
   a. Discuss the influence of modern miracles
   b. Talk about a machine called facsimile machine
   c. Distinguish facsimile transmission from other modern miracles
   d. Describe facsimile transmission in press association network

7. What is the conclusion of the passage?
   a. Today, facsimile becomes popular in daily life
   b. Today, facsimile is very important in business
   c. Today, people take facsimile jus as much for granted as he other modern miracle
   d. Today, people can not live without facsimile

Text 3.

IRRIGATION

People have been familiar with irrigation for a long time. In 4000 BC, the Egyptians built structures for the purpose of irrigation. They used the 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 these palace, they also found similar thing in European countries like Germany, France, Austria, and the Mediterranean countries.

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 drain off excess water, which is not used by the crop.

(Adopted from Bahasa Inggris 2)

8. What is the main idea of the first paragraph?
   a. The purpose of irrigation
   b. The irrigation efficiency
   c. The definition of irrigation
   d. The history of irrigation

9. What is the purpose of paragraph I?
   a. Let the reader know the history of irrigation
   b. Persuade the reader to believe purpose of irrigation
   c. Give an example of irrigation in Europe country
   d. Let the reader know how to use irrigation

10. What is the conclusion of the passage?
   a. People have known irrigation for along time
   b. Irrigation is related to efforts to obtain water for the farmland
   c. Irrigation also found in Europe countries
   d. In 4000 BC the Egyptians built structures for the purpose of irrigation

Text 4.

AGRICULTURE

If you ask the average persons what agriculture is, he will probably reply, "Why, it means farming, of course." He will be partly right, for rising crops is a branch of agriculture. So also are livestock raising, dairy farming, fruit growing, chicken rising, and even fur farming. Agriculture includes the raising of every kind of plant and animal that is useful to man.

With its many branches, agriculture is the world's most important industry. It supplies the food we eat and the materials from which we make our clothing. Modern agriculture also provides business for many other industries. Farmers buy tractors, plows, seeders, and many other kinds of equipment. They buy supplies such as fertilizer, chemical sprays, and animal feed. The manufactures from whom they buy these things in turn buy raw materials from others industries. Grocery, stores and supermarkets, restaurants and lunch counters and companies, then can and freeze food, they would have nothing to sell without agriculture. Railroads and truck lines that carry farm products to markets are among the other industries that depend directly or indirectly on agriculture.

(Adopted from Bahasa Inggris 2)

11. What is the main idea of the first paragraph?
    a. Agriculture means farming
    b. For raising crops is a branch of agriculture
    c. Agriculture includes the raising of every kind of plant and animal that is useful to man
    d. The definitions of agriculture

12. What is the main purpose of paragraph 2?
    a. Telling the agriculture
    b. Advise the reader to care the agriculture
    c. Let the reader know the agriculture
    d. Let the reader know that agriculture is important in the world industry

13. What is the conclusion of the passage?
    a. Agriculture is important in a daily life
    b. There are chained business which stars or ends on agriculture
    c. Modern agriculture provides business for many others industries
    d. The average people say that agriculture is dealing with farming

Text 5.

WOODCARVING

Almost everybody knows where Jepara is. It is a small town in the northern part of Central Java. Teakwood forest stretch for miles and miles not far from this town. The local people are good woodcarvers verse. They are good at woodcarving. They carve figures on the teakwood. Tables, chairs, cupboards, beds, dressing tables, dressers and wardrobes are beautifully carved.

Hardwood demands different kinds of tools. Hammers, mallets, chisel, and drills are needed for the process of carving. Teakwood is not so hard as other kinds of wood.

Many woodcarvers begin working from their sketches, while others work directly with their materials. Regardless of the woodcarver's approach, his aim is to produce a work of art that will last.

When the image is only slightly raised, the woodcarving is called *low relief* or bas-relief. When the woodcarvers carve figures into a flat surface, this type of carving is known as *sunken relief.*

(Adopted from Bahasa Inggris 2)

14. What is the main idea of the first paragraph?
    a. The description of Jepara town
    b. The definition of Jepara town
    c. The history of Jepara town
    d. Jepara is a small town in the northern part of Central Java

15. What is the conclusion of the passage?
    a. Many woodcarvers can be found in Jepara
    b. Jepara is a small town in the northern part of Central Java
    c. Jepara is woodcarving town
    d. The people are good woodcarvers verse

Appendix

The Answer Key

Text I.
1. B
2. B
3. D

Text II
4. B
5. B
6. B
7. C

Text III
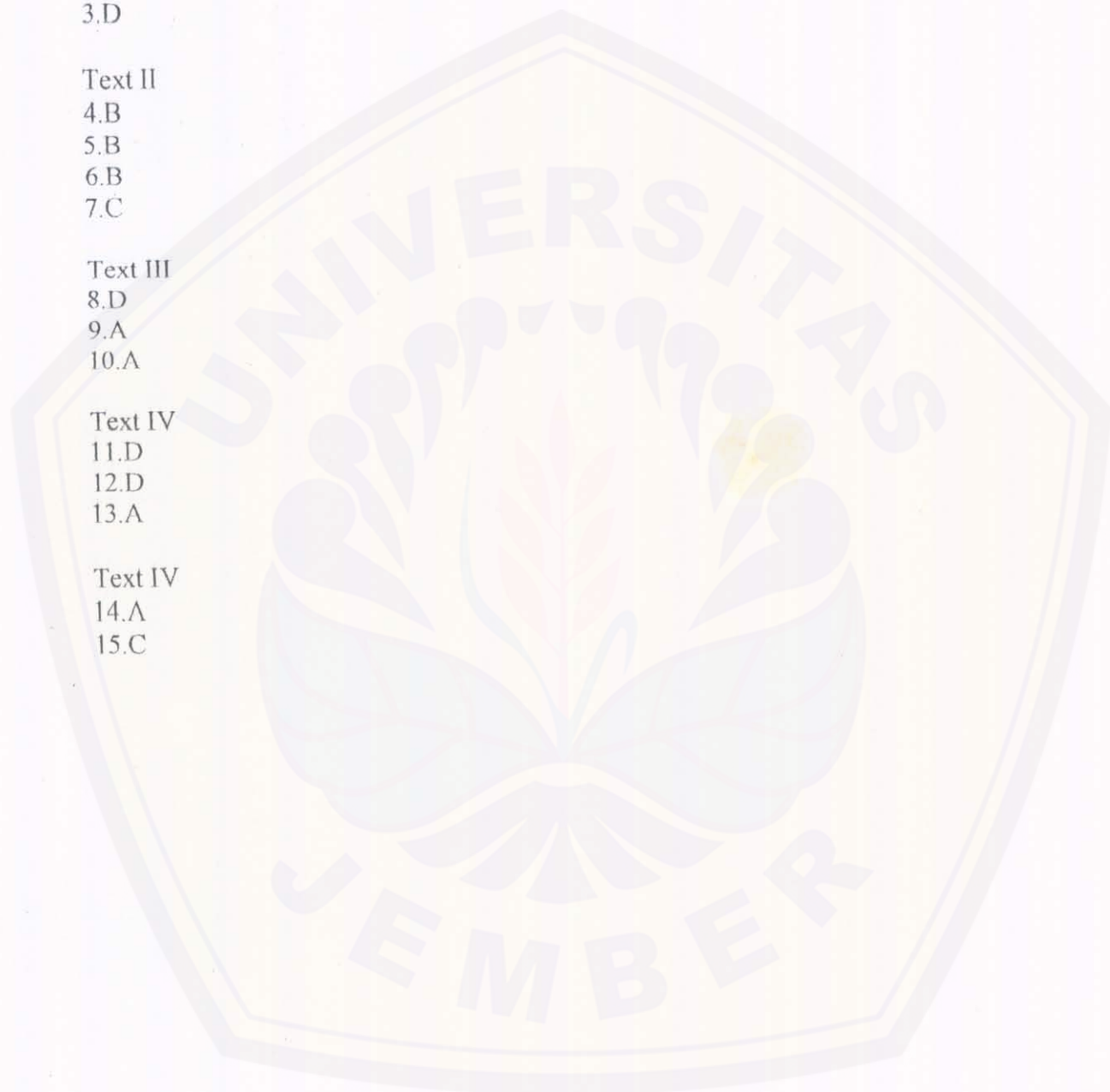8. D
9. A
10. A

Text IV
11. D
12. D
13. A

Text IV
14. A
15. C

Appendix 4

The Result of Analysis of the Students' Score of Englissh Formative Test

The Score of English Formative Test of the Second Year Students of SMUN I Rambipuji

No	Class II.1	Class II.2	Class II.3	Class II.4	Class II.5
1	75	70	65	83	40
2	70	65	60	65	70
3	80	90	80	85	65
4	80	70	80	65	50
5	50	90	75	45	65
6	60	80	60	65	80
7	95	70	85	65	70
8	75	55	75	80	40
9	45	70	70	85	65
10	70	70	80	80	50
11	60	80	80	65	70
12	70	70	85	65	65
13	70	90	75	65	80
14	75	70	80	80	70
15	75	55	80	65	65
16	50	45	80	85	70
17	70	70	60	80	65
18	75	70	75	80	80
19	85	70	70	80	50
20	65	70	65	75	80
21	55	70	40	80	40
22	70	90	80	80	85
23	50	80	70	80	70
24	75	70	80	45	65
25	80	70	75	80	40
26	70	80	90	80	95
27	65	70	80	80	90
28	90	70	75	60	90
29	65	70	65	65	80
30	75	70	65	55	50
31	75	70	70	80	40
32	60	70	70	80	60
33	70	65	65	45	70
34	60	80	70	65	75
35	80	70	80		
36	70	70	70		
Total	2505	2585	2625	2433	2240

ANOVA: Single Factor

Summary

Groups	Count	Sum	Average	Variance
Column 1	36	2505	69.58333333	124.8214286
Column 2	36	2585	71.805555556	88.78968254
Column 3	36	2625	72.916666667	89.10714286
Column 4	36	2433	71.558823532	140.4964349
Column 5	36	2240	65.882352294	241.6221034

Notes: Count   : Number of Students
Sum   : Total Scores
Average : Mean of the Groups
Variance : Total Square of the Groups

Result of ANOVA

Source of Variation	SS	df	MS	F	P-Value	F-Crit
Between Groups	1062.676619	4	265.66991	1.9577386	0.103149	2-4245
Within Groups	23205.05066	171	135.70250			
Total	24267.72727	175				

Notes: SS   : Sum of Square
df   : Degree of Freedom
MS   : The Statistical Values
F-Crit   : The Critical Values

To prove whether the computation result was significant or not, it was consultated to the F-table and the level of significant 5%.

Based on the result of computation above, the value of the Fo (the result of ANOVA) was 1.957 and the value of the F- table with the significance level 5% was 2.424. It shows that the result of computation above of F-computation was lower than that of the critical value (Fo=1.957<Ft=2.424).

It means that there is no difference ability on English subject among the classes. In other words, the second year students of SMU I Rambipuji were homogenous. That is why class 2-1 with the number of students is 36 students was taken randomly by lottery as respondent

Appendix

The List of Respondents of SMU I Rambipuji

NO	Name	Male/Female
1.	Abdul Rahman	M
2.	Aferia Indra Siswari	F
3.	Agtus Hasbi Maghribi	M
4.	Amalia Hanum	F
5.	Apriyanto	M
6.	Ari Winarko	M
7.	Bambang Wahyudi	M
8.	DanialAhmad	M
9.	Dardanela Dani Putri	F
10.	Dian Novikawati	F
11.	Dodik Kriswantoro	M
12.	Erik Adi Darma	M
13.	Feria Enggar	F
14.	Fitriana T.	F
15.	Frida N.	F
16.	Gandi F.	M
17.	Guntur	M
18.	Hariyanto	M
19.	Heppy	F
20.	Iswanti	F
21.	Kevin Wahyu	F
22.	Luluk M.	F
23.	Mas'unun	F
24.	Mayang Muray	F
25.	M. Taufiq	M
26.	Musrifa	F
27.	Nikmatul Laili	F
28.	Novan Andi	M
29.	Nuraini	F
30.	Prisma	M
31.	Rindu Lestari	F
32.	Riva Akmaliah	F
33.	Siti Nafisah	F
34.	Sri Indra Purwati	F
35.	Titin	F
36.	Ummu Masruroh	F
37.	Venny V.	F
38.	Widya Sofa Ilmiah	F

Appendix

The Guide of Interview and Documentation

A. Interview Guide

No	Questions	Data Resource
1.	What approach, technique and strategy do you use in teaching English especially in teaching reading comprehension?	English Teacher
2.	How do you teach reading comprehension especially inferential reading comprehension?	
3.	What problem do you usually face in teaching inferential reading comprehension?	
4.	How do you overcome the problems?	
5.	What books do you use in teaching English to the second year students?	

B. Documentation

No	Supporting Data Taken	Data Resources
1.	The Names of Respondents	School Documentations
2.	The Personnel of SMU I Rambipuji in the 2002-2003 academic year	

Appendix 6

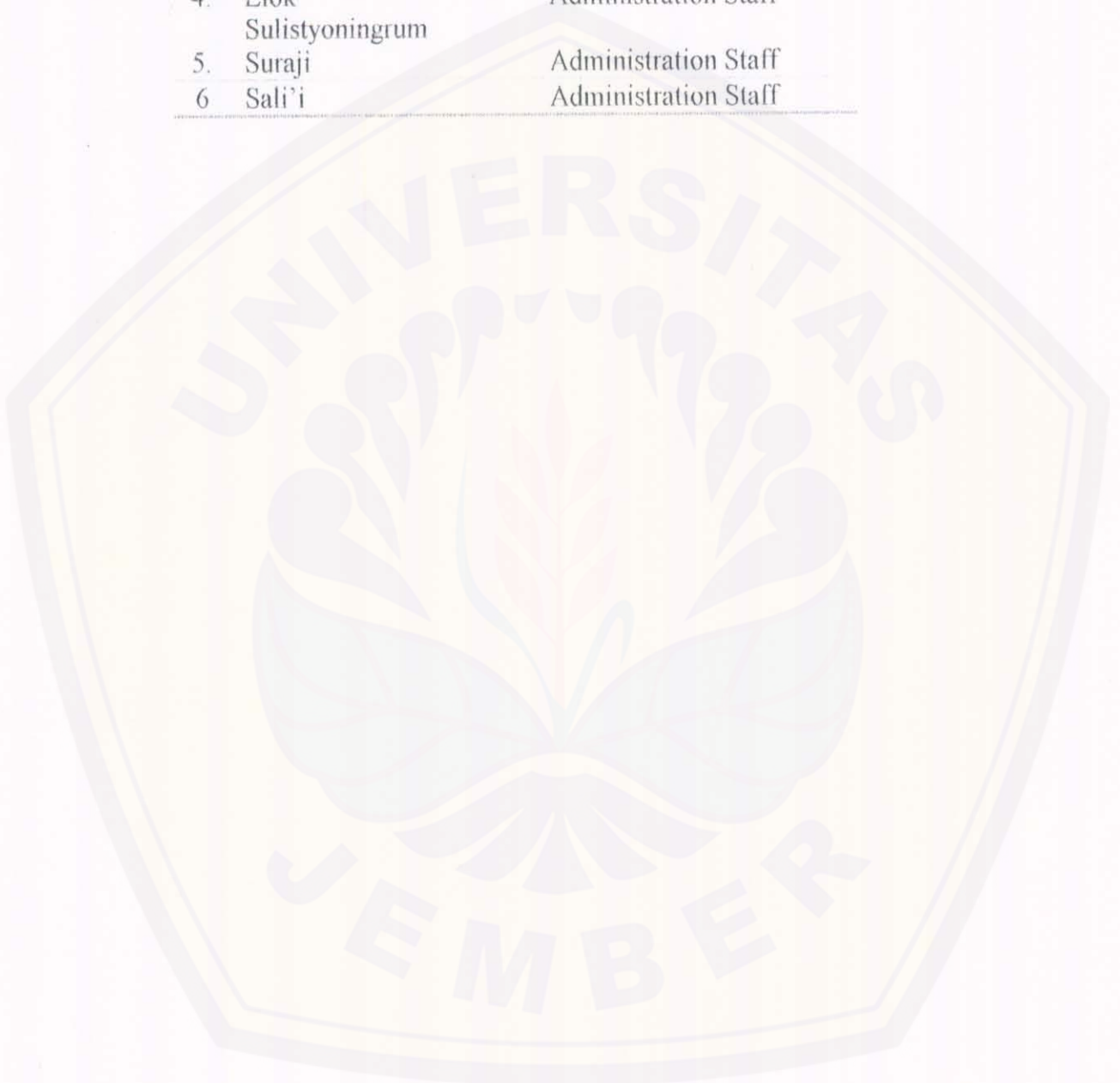The Personnel of SMU I Rambipuji Jember
    a. The List of Teacher of SMU I Rambipuji Jember

No	Name	Occupation	Subject
1.	Drs. Tohari, MM.	Principal	
2.	Drs. Ponimin, S.Pd.	VPF. Curriculum	Chemistry
3.	Drs. Harjito, S.Pd.	VPF. Students Care	Sport
4.	Drs. Setyo Budiharto, S.Pd	Teacher	Mathematics
5.	Dra. Sri Sularsih	Teacher	Biology
6.	Drs. Nanang Wiyono	Teacher	Geography
7.	Drs. Hudelan Haris	Teacher	PPKN
8.	Drs. Imam Samuji	Teacher	Religion
9.	Dra. Khomariah, S.Pd.	Teacher	Indonesian
10.	Drs. Moch. Salim	Teacher	English
11.	Dra. Lilik Z.	Teacher	Mathematics
12.	Dra. Sri Retno	Teacher	English
13.	Drs. Subakir	Teacher	History
14.	Dra. Hari Sulistyorini	Teacher	Arts
15.	Dra. Ismiati	Teacher	Economics
16.	Drs. Mat Fatekan	Teacher	Accounting
17.	Drs. Muchtar K.	Teacher	Physics
18.	Drs. Yudi Witono	Teacher	Counseling
19.	Dra. Farida M.	Teacher	English
20.	Dra. Hari Utami	Teacher	Economics
21.	Drs. Sugiyanto H.	Teacher	Mathematics
22.	Dra. Farida M.	Teacher	Mathematics
23.	Dra. Miftahul J.	Teacher	Physic
24.	Dra. Kwartin H.	Teacher	Mathematics
25.	Dra. Lilik Kamilah	Teacher	Chemistry
26.	Dra. Endah S.	Teacher	Counseling
27.	Dra. Endah W.	Teacher	Counseling
28.	Dra. Reni P.	Teacher	Physics
29.	Drs. Budi S.	Teacher	Indonesian
30.	Drs. Ivan Unifar	Teacher	Indonesian
31.	Drs. Sugiyanto	Teacher	Sociology
32.	Drs. Budi Suhariyono	Teacher	Biology
33.	Dra. Nur Rosyidah	Teacher	PPKN
34.	Dra. Wiwin Y.	Teacher	Chemistry
35.	Dra. Nunik N.	Teacher	Physics
36.	Drs. Bahuddin	Teacher	Religion
37.	Dra. Alfiah	Teacher	Chemistry
38.	Drs. Syaiful F.	Teacher	Sport
39.	Drs. Subagyo H.	Teacher	Indonesian
40.	Dra. Sri Purwaningsih	Teacher	Biology
41.	Drs. Heru W.	Teacher	Computer

b. The List of Administration Staff of SMU I Rambipuji Jember

No	Name	Position
1.	Sukarian	Head of Administration
2.	Drajat Hidayat	Administration Staff
3.	Sugiono	Administration Staff
4.	Elok Sulistyoningrum	Administration Staff
5.	Suraji	Administration Staff
6	Sali'i	Administration Staff

Appendix

THE FACILITIES OF SMU I RAMBIPUJI JEMBER

No	Facilities	Total
1.	Laboratory	1
2.	Mosque	1
3.	Library	1
4.	Classroom	12
5.	Toilet	2
6.	Teacher Room	1
7.	House	1
8.	Store House	1
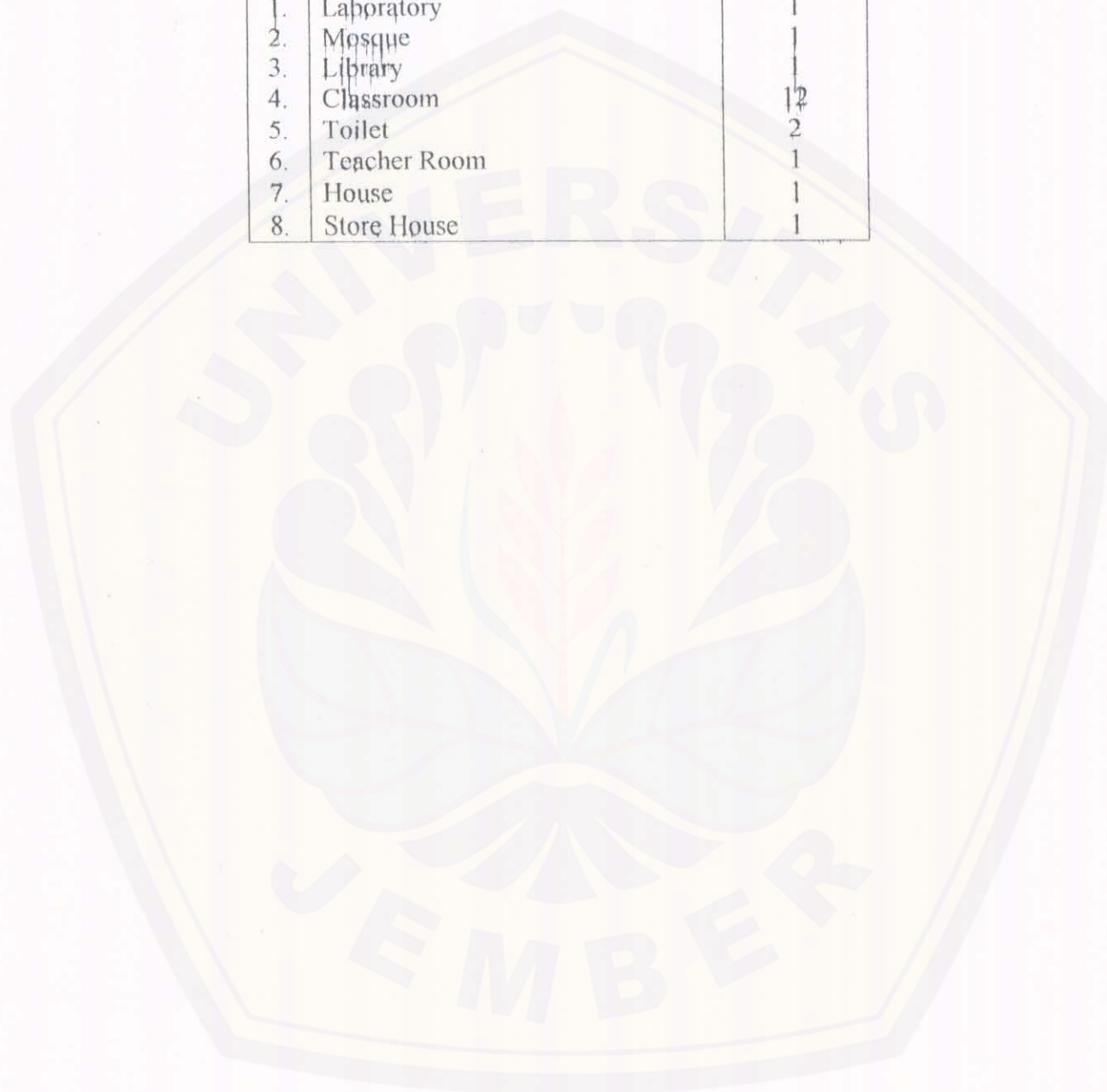
DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./Fax. (0331) 334988 Jember 68121

Nomor : 1239 /J25.1.5/PL5/2001   Jember, 21 MAR 2003 2001

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala SMA I Rambipuji

di. —   SMA I Rambipuji

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

Nama : Saiful Anwar

Nim : 97-1256

Jurusan/Program : Pend. Bahasa dan Seni/ Pend. Bhs. Inggris

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

A Descriptive Study on inferential Reading Comprehension of the Second Year Students of SMA I Rambipuji in the 2002/2003 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.

a.n. Dekan
Pembantu Dekan I,

Drs. ILMISNO AL, M.Pd
NIP. 130 937 191