

TIDAK DIPINJAMKAN KELUAR

**A DESCRIPTIVE STUDY OF THE PROFICIENCY OF THE STUDENTS  
IN UNDERSTANDING THE MAIN IDEA, DETAILS,  
AND CONCLUSION IN A PARAGRAPH**



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A Thesis Presented to The English Department,  
Faculty of Letters, University of Jember  
as one of the requirements to get  
the Award of Sarjana Sastra Degree  
in English Studies

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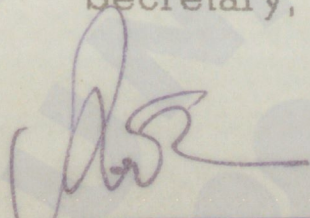


APPROVAL SHEET

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Jember, 18 Pebruari 2000

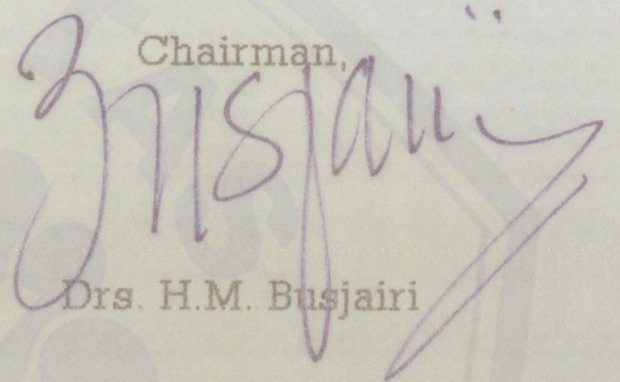
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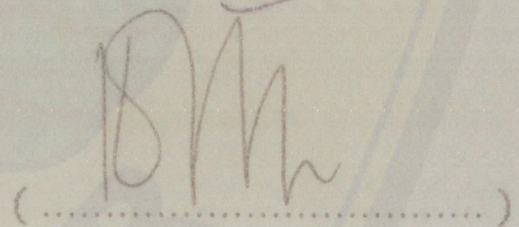
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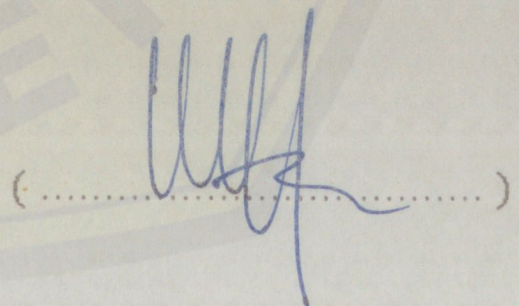
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*I would like to dedicate this thesis to:*

♥ *My Parents : Roeslan Soengkono and Masroch Soengkono*

*"I love you both more than words can say...."*

♥ *My Brothers and Sisters:*      *Titiek Soengkono Waty*  
*Cahyo Soengkono*  
*Soengkono Hidayati*  
*Prasetijo Soengkono*  
*Murdiyanto Soengkono*  
*M. Akhriyan Soengkono*

*"I sigh with you when I am sad, You smile with me when I  
am glad, and everyday be as you with me now and forever...."*

♥ *My Sweet Heart : Trijono, SS*

*"I Love you, thank you for everything ....."*

♥ *My Almamater*



MOTTO:

In the name of Allah, the Most Beneficent, the Most Merciful

- Read: In the name of thy Lord who createth
- Createth man from a clot
- Read: And thy Lord is the Most Bounfeous
- Who teacheth by the pen
- Teacheth man that which he knew not

(QS. Al Alaq 1 - 5)



## ACKNOWLEDGEMENT

Thank to Allah SWT. who has given the best time and chance to accomplish my thesis as the last requirement in finishing my study. It is His glory, mercy, and guidance which always keep me trying to complete this thesis. I have tried to present this thesis with all my abilities and hopefully, it will give contribution for those who are interested in the subject discussed in this thesis.

I am deeply indebted to Drs. Sujadi, the Dean of The Faculty of Letters and Dr. Suparmin, MA, the Head of English Department who have permitted and facilitated the composing of this thesis for getting the Award of Sarjana Degree in English study.

I am also very grateful to Dra. Sri Kustiati, my first advisor and Dra. Meilia Adiana, M.Pd, my second advisor for their amount of advices and spending much of their time for correcting this thesis.

My gratitude is due to all my lecturers who have taught me much precious knowledge during my study in English Department and to all the librarians of this faculty, and the Main Library who have given me the opportunity to use many books which are very useful as the references of this thesis.

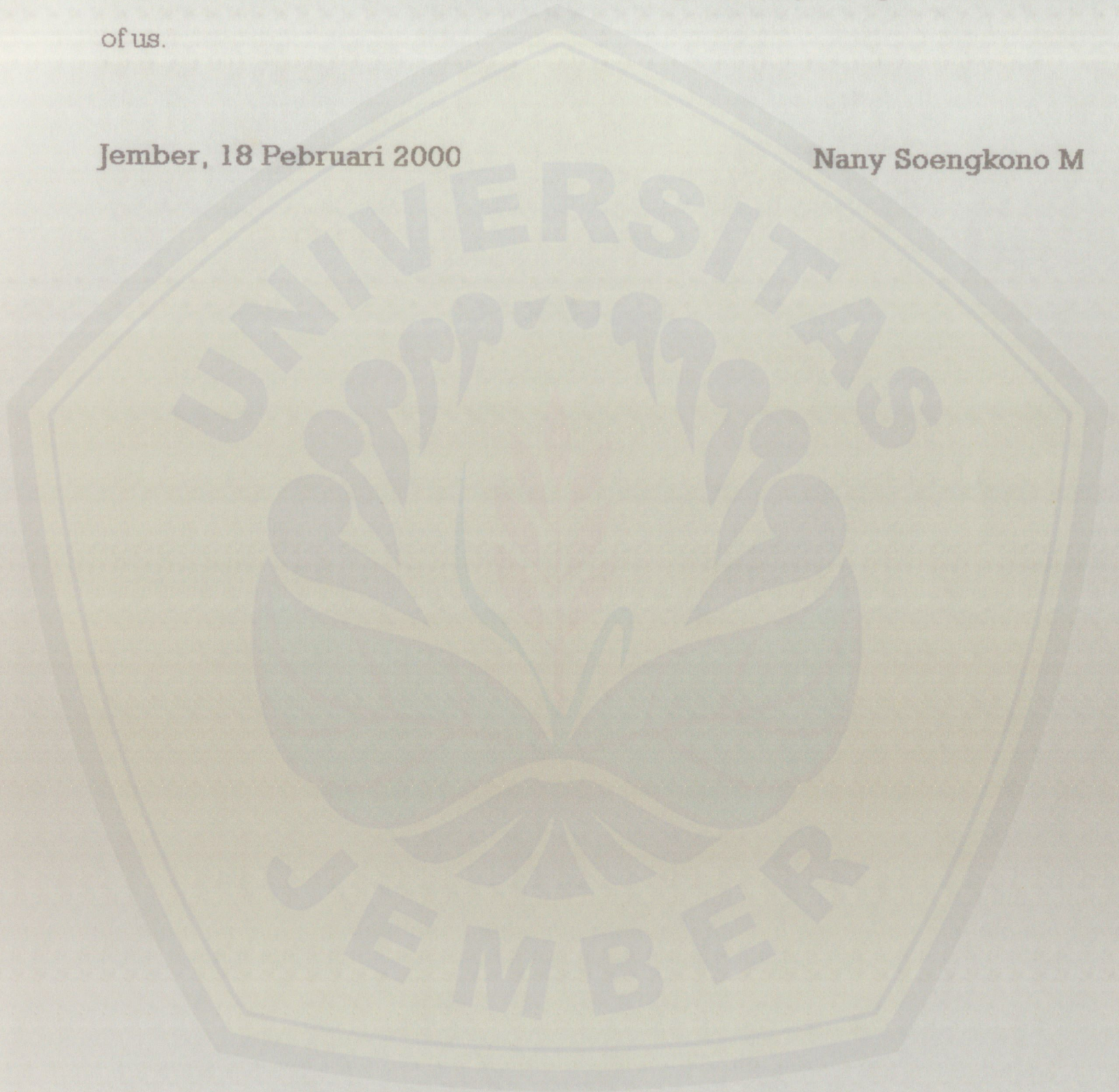
Eventually, my gratitude is due to my beloved Trijono, SS, who has given me the new nuances in my life and also to my best friends Nanang, Iwan, Tanti, Ucok, Diyah Mei, for their friendships, supports, care, helps, and experiences they have shared with me so far.



The last but not the least, my thanks a lot to my boarding mates in 70 Karimata street, and the big family of El Rahma Education Center, for their helps and collaborations. May God's blessing eternally be upon them and all of us.

Jember, 18 Pebruari 2000

Nany Soengkono M





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## CHAPTER I INTRODUCTION

### 1.1 The Background of the Study

People who use language intend to communicate with others. Language is very important as a means of communication among them. It is a kind of idea or concept used by people for transferring and sharing information, feeling, experience, knowledge, to understand, to persuade, and to convert the others. Finocciaro states that language is a system of arbitrary vocal symbol which permits all people in a given or other people who have learned the system of that culture to communicate or to interact (1974 : 3).

English as an International Language is used in education, commerce, government, economic etc. It is becoming important in the situation of the rapidly changing society where most communication from part of the world is written and transferred in English.

In Indonesia, English becomes the first foreign language. It is taught in Indonesia from Elementary school to University. The result of a foreign language learning is the ability to comprehend and to produce the language in its written and spoken form. It involves the acquisition of some or all the receptive skills, traditionally is categorized listening, reading, speaking, and writing. Moreover, many learning foreign language do not master all skills, sometimes they are only good at some skills, for example ; they are good at speaking but



not at reading, or vice versa. It means that the learners have different level of ability in acquiring foreign language skills.

Reading is one of the language skills that plays an important role in foreign language acquisition. So, in reading the learners must read carefully and give appreciation about what they read, because the learners have a purpose in this process to get meaning and information from the reading task. Grellet says that understanding a written text means extracting the required information from it is efficiently as possible. (1996 : 3)

As English students, who study about language, reading is important, because by reading, students can enlarge their knowledge, vocabulary, experience, and information. To be successful in school, the students must learn to comprehend and to understand the material what they read because one of the criteria of good readers is if the readers understand what they read, get the main idea and supporting details they are usually able to draw the conclusion.

In reading, the learner always face some difficulties, because they must have the important information from the reading task by using both skimming and scanning methods, for example when they read an advertisement or an article of special interest in a specific journal. Competent reader will reject the irrelevant information and finds what exactly they want to know.

Proficiency test are designed to measure people's ability in a language regardless of any training they may have had that language (Hughes, 1989 : 9). In learning English, the proficiency of each



learner is different in mastering the skills. It also happens in reading, the proficiency of each students in readings are not the same although they get the same subjects or materials. The student's efficiency in using reading skills directly depends upon their overall language proficiency - the general language skills. It means that not all the students have the same proficiency in reading if they are given the same material, and it will have different level of reading. Some of them may have good categorized in reading and some of them may not have. The categorization depends on their knowledge, including in understanding the main idea, supporting details and the conclusion in a paragraph.

Therefore, this thesis will describe how the students as the learners of English can understand the total message of the writer about his main idea, supporting details and be able to understand the conclusion of reading. So, the thesis is entitled "THE DESCRIPTIVE STUDY OF THE PROFICIENCY OF THE STUDENTS IN UNDERSTANDING THE MAIN IDEA, DETAILS AND CONCLUSION IN A PARAGRAPH".

## 1.2 The Problem Discuss

Research always has problems that will be solved. To state the problem is a very important step in a research, because it will give direction to conduct the process of the research.



To come to the clear understanding of discussion, the problems to discuss in this study are :

1. to what extend do the students have the proficiency of understanding the main idea, supporting details and conclusion in a paragraph ?
2. in what part do the students make great errors ?

### 1.3 The Hypothesis

In conducting a research, formulating hypothesis is very important, because it serves the function to limit the field of investigation. Besides, it is also very valuable for a researcher to make a provional conclusion or decision of the problem. According to Best, the research hypothesis is a formal affirmative statement, producing a single research outcome, a tentative explanation of the relationship between two or more variable (1987:7). It limits the focus of discussion and research to a definite target and determines what observations are to be made.

Futhermore, he states that a good hypothesis has several basic characteristic;

1. it should be reasonable;
2. it should be stated in such a way, if it can tested and focus be probably true or false;
3. It should be stated in simplest terms (1981:39);



Based on the theoretical point of view it is necessary to state a hypothesis. The hypothesis in this study are :

1. whether the proficiency of the students in understanding the main idea, the supporting details and the conclusion are poor, fair, or good.
2. In what part the greatest errors made by the students ?

#### **1.4 The Scope of the Study**

The basic study of this thesis is the proficiency of the students in understanding the main idea, supporting details, and conclusion in a paragraph based on the result of the test done by the students. They will be analyzed from the errors made by the students of each part.

#### **1.5 The Goal of the Study**

This study is intended to find out about the proficiency of the students in reading the same material, especially in understanding the main idea, supporting details, and conclusion in a paragraph.

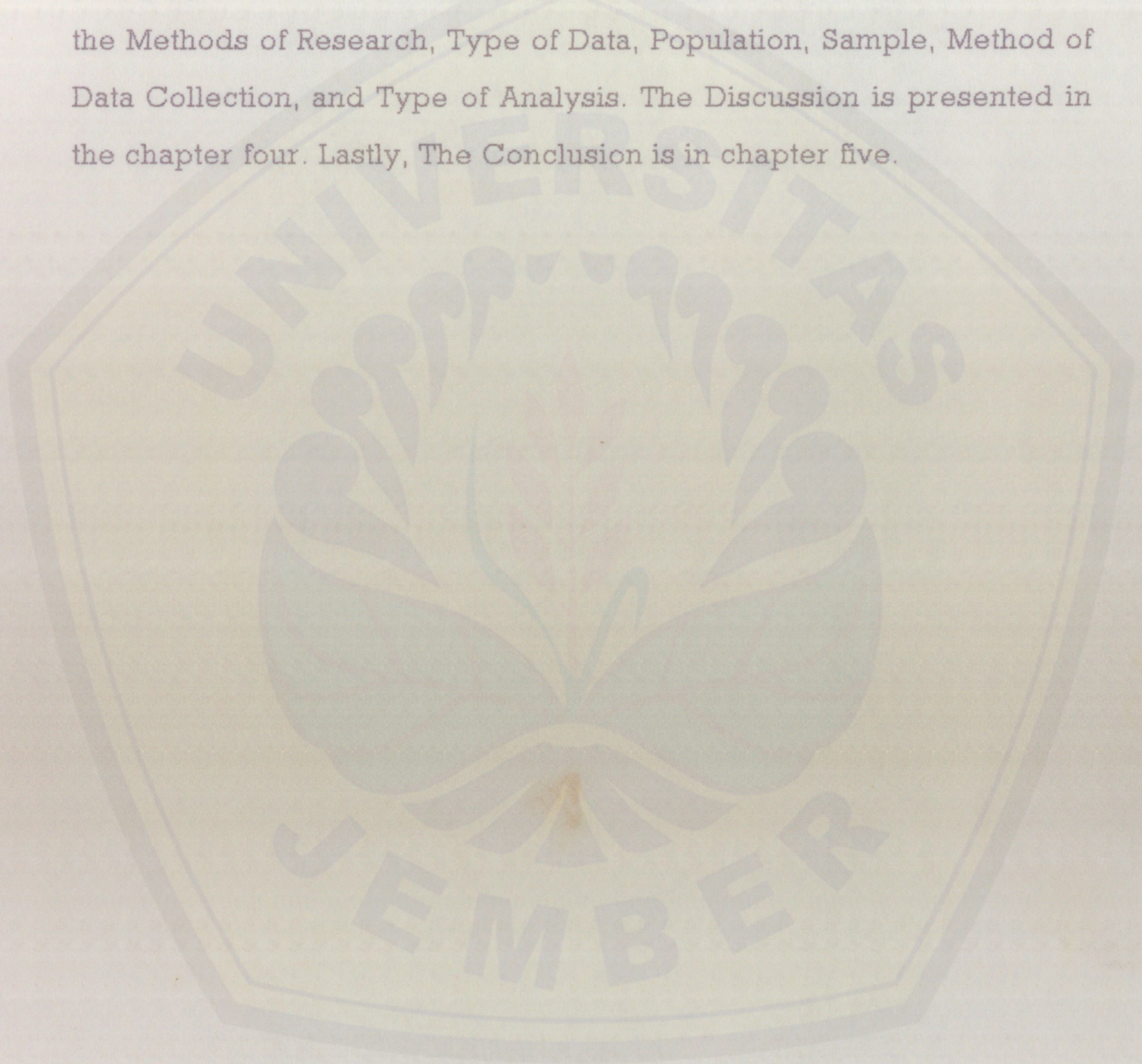
It is also intended to find out the difficulties of the students from the errors.

#### **1.6 The Organization of the Thesis**

This thesis is divided into five chapters. The opening chapter is an Introduction, it consists of six subdivision, such as The Background of the Study, The problem to Discuss, The Hypothesis, The Scope of the Study, the Goal of the Study, and The Organization of the Thesis.



Chapter two is concerned with Theoretical Review, it explains about The Definition of Terms, Paragraph comprehension, and Understanding the Main Idea, Supporting Details and Conclusion in a paragraph. In the following chapter is chapter three describes about the Methods of Research, Type of Data, Population, Sample, Method of Data Collection, and Type of Analysis. The Discussion is presented in the chapter four. Lastly, The Conclusion is in chapter five.





## CHAPTER II

### THEORETICAL REVIEW

#### 2.1. The Definition of item

The definition provides a guideline to understand the concept and indicators of the study and it also helps both the writer and the readers get mutual understanding of the concept being investigated. Therefore, it is very important to define the terms used in the title of the study.

##### 2.1.1 Descriptive study

According to Best that descriptive research is concerned with hypothesis formulation, and testing, the analysis of the relationship between non-manipulated variable and development of generalization (1981:240). The descriptive study involves the description recording, analysis and interpretation or condition that exist.

While Whitney says that descriptive research is fact finding with adequate interpretation (1960:160). Here, it will discuss about the descriptive study of the proficiency of understanding the main idea, supporting detail and conclusion in a paragraph based on the data that have been formulated.

##### 2.1.2 Proficiency

Proficiency tests are designed to measure people's ability in a language regardless of any training they may have had in that



language (Hughes;1989:9). The content of proficiency tests, therefore, is not based on the content or objective language courses which people taking test may have been followed.

### 2.1.3 Main Idea

According to Aulls, the main idea of a paragraph signals to the reader the most important statement the written has presented to explained the topic (1987:97). Theoretically, main idea does not always appear at the beginning of the paragraph. However, it can appear in the middle of paragraph or in the end of paragraph.

### 2.1.4 Details

Detail here is defined as details that support the main idea in a paragraph. Details are necessary in order to explain in thoroughly the ideas and the author wants readers know about the main idea. McWhorter explains that while all details in a paragraph do support the main idea, not all details are equally important (1986:82). So, through the supporting details, a reader tries to understand the thinking of the writer and the writer or the author tries to make all of the ideas clear to the reader.

### 2.1.5 Conclusion

The skills of drawing conclusion defined as the ability of the students to conclude the content of a text that they read. Conclusion is judgment or decision reached after consideration (Longman,1987:209)



The skill to conclude is useful one in reading. In general, a reader will be able to draw conclusion if he is able to find the main point of the passage.

### 2.1.6 Paragraph

Hornby states that paragraph is division (a group of several sentences dealing with one main idea) of piece of writing started on a new line (Oxford Advanced Learner's Dictionary Of Current English, 1974:609)

### 2.2 Paragraph Comprehension

Comprehension of printed material depends upon the characteristic of both the material and the reader. All readers in this case have the ability, the knowledge of the vocabularies presented. Reading comprehension is concerned with the ability to understand the information conveyed by the author. Grellet says that understanding a written text means extracting the required information from it as efficiently as possible (1996:3)

The basic of good comprehension, then, is an understanding of the manner in which words are used into meaningful phrases, phrases into sentence and sentence into paragraph. These are the structural elements of written communication.

Reading without comprehension is mere word calling and the skills of word recognition and perception are parts of the complex process of reading which leads to comprehend the ideas.



Comprehension skill must be taught and adequate opportunities must be provided in the classroom to ensure a reader getting constant practice in the development of those skill. The comprehension of a paragraph requires comprehension of its sentences as well as an understanding of the relationship between the sentences which are essential for grasping the large meaning of the paragraph. Extremely, the more important too is identification of the topic sentence, the sentence that contains the key idea of the paragraph and interpretation how it is related to the other explanation. The topic of a paragraph signals to the reader the subject of the discourse ( Bulls; 1987:97 ).

#### **2.2.1 A paragraph beginning with a topic sentence:**

*"The hippo is a large water and land animal. It lives in Africa, except for elephant, the hippo is the heaviest of all land animals. A large hippo may weigh as much as three automobiles. We wouldn't want a hippo to step on our toes"*.

In the paragraph above, the topic sentence is in the beginning, that is "the hippo is a large water and land animal", because it contains the thought that revolves about the topic noun, and the topic noun is "hippo", because it tells what the paragraph talks about.

#### **2.2.2 A paragraph ending with a topic sentence**

"When a baby is born, its heart beats around 140 times a minute. In children about ten years old, the heart beats around ninety



times a minute. Later on, the heart beats about eighty times a minute. In grown-ups the heart beats about seventy times per minute. *Children's hearts beat faster than grown-ups*"

In the paragraph above, the topic sentence is in the last sentence that is "Children's hearts beat faster than grown-ups", and the topic noun is "heart".

Knowledge of organization of paragraph can help a reader to increase the comprehension of reading. Comprehension of paragraph is important of course in all reading. So, to read with understanding, there must comprehend the words, thought unit, sentence, paragraph, and the longer units. Identifying words without understanding their meaning is not true reading. Therefore, paragraph comprehension depends on the comprehension of the sentence of which it is built and on the understanding of their relationship one to another and to the whole paragraph.

## 2.3 Understanding the main idea, details, and conclusion a paragraph

### 2.3.1 Understanding the Main Idea

To understand or to recognize the main idea in a paragraph of a text is important for a reader, because it can lead a reader to know a text as the writer wants to say. According to Aulls, the main idea of a paragraph signals to the reader the most important statement the writer has presented to explain the topic (1987:97).



Reading to get the main idea enables the reader to form a single impression about the general point a view or the main sense of the text. The ability to identify the main idea is basic for understanding and interpreting material. Further, Aulls said that among the many comprehension skill which are relevant to reading study skill, main idea skills are probably among the basic (1987:106). It is impossible to outline and to see relationship of details to the whole and to comprehend accurately if a reader does not know the main idea of the paragraph.

#### 2.3.1.1 The main idea in the first sentence

*People can always catch more fish in rainy weather.* That is the opinion of an experienced fisherman named Joe. Joe claims that the only times he has ever caught real trout were during heavy rainstorms. Because Joe is a house painter, he works during good weather. Perhaps that fact explains his fishing experience. (Adapted from In Context)

#### 2.3.1.2 The main idea in the last sentence

Twice in this century, in 1929 and 1979, the International money market had no order. Everything seemed upset, the value of money changed from hour to hour. People began to look through their jewelry for unwanted pieces to sell. *The price of gold was changing so fast that no one knew what would happen.* (Adapted from In Context)



### 2.3.1.3 The main idea in the middle

Nothing is as useful as a flashlight on a dark night a fire goes flat. Few inventions are as helpful to a child who is afraid of the dark. *In fact, the modern flashlight brings light to many dark situations.* Finding sometimes in the back of a closet is easy work with a flashlight in hand. A camper also needs one after the light of the campfire has faded. (Adapted from In Context)

### 2.3.1.4 The main idea is not stated in a paragraph

Dishes have to be washed. There are floors to sweep and laundry to wash, fold and put away. Windows need washing, and furniture needs to be dusted and polished. Besides these chores, houses need constant organization too (Adapted from In Context)

In paragraph above, the main idea is not stated at all. The ideas all support one main idea - that housework is never done.

### 2.3.2 Understanding the Details

There are times when a reader needs to read carefully in order to obtain specific details or to understand instruction that are given. Just getting the general idea is insufficient.

Reading for details is much slower reading than reading for finding the main idea, directly relates to a reader's purpose. If he is seeking dates or pertinent data for an experiment or construction actively, he must read carefully and relates details to each other and to the main idea.



Supporting details as one of the elements of reading text are those facts and ideas that prove or explain the main idea of a paragraph. McWhorter explains that while all details in a paragraph do support the main idea, not all details are equally important (1986:82). Details are necessary in order to explain in throughly the ideas and the author wants a reader to know about the main idea. A reader tries to understand the thinking of the writer and the writer or the author tries to make all of his ideas clear to the reader. By understanding the details of text, a reader will gain what exactly he wants from a text.

#### 2.3.2.1 Looking for a DATE

For example :

When were the population counts taken ?

(look for name of months and numbers)

In 1960 the town's population was 176,879, and in the 1970 cencus the population was 200,482. By December 1979 the population had grown to 250.429.

#### 2.3.2.2 Looking for NAME

For example :

Who is the president of the Committee for Human Development?

(look for the capital letters and abbreviation).

The president for the Committee for Human Development is Dr. James A Arthur. He was chosen at a meeting in September at the Embassy Hotel.



### 2.3.2.3 Looking for a FACT

For example :

What was the average rainfall?

How much money did the city lose?

(notices punctuation - especially unusual marks, such as percentage marks (%), and dollar sign (\$) - italics (like), underlines words, and quotation marks around titles)

The rainfall in the city is usually 16 inches per year, but in 1979 the rainfall was a record setting 20 inches. Furthermore, the average for the city was 250 days of sunshine - each year, but 1979 there were many fewer sunny days. Therefore, about 20 % fewer tourist came to visit the city than usual. Because of the drop in tourist trade, the city lost \$ 100,000 in business owing to the rain.

So, by understanding the details of the text, a reader will gain what exactly he wants from rather than he reads all the text, because the supporting details supports the main idea to make the text well and understandable.

### 2.3.3 Understanding the Conclusion

Reading to draw conclusion is a type of the comprehension in which the important elements within a passage are related one to another. They can be combined into an inference or conclusion. The skill of drawing conclusion is a skill that using information to make other statement about the subject (Zukowsky; 1982:9). A reader who understands an article also understands the added meanings. For



example if a story tells the reader that a person needs a warm heavy coat because of snow, the reader knows that the weather is cold, or another inference is that the season is winter. From the information given in a text, the reader can conclude other statement that is related with the story. As the example belows:

One way of finding out what people think is to take a poll, for example, in September of 1981 (when knee-length skirts were in fashion) the Gallup Poll asked some women what dress length they preferred. Seventy percent of the woman said that they preferred knee-length, and only 18 percent liked very short skirts. In sharp contrast, 33 percent of the 60,000 men said that they liked the miniskirt, and bravely half liked knee-length skirts on women. It seems that the floor-length skirt is very unpopular with everyone; less than 2 percent voted for long skirts.

The conclusion that can be made are:

"The women in the poll preferred to cover their legs" or  
"People liked clothes that are in fashion"

For, drawing conclusion, a reader is using the information from the text to make other statement about the subject. Drawing conclusion means making inferences after reading (Zukowsky et al, 1982:9).



## CHAPTER III

### THE METHODS OF RESEARCH

The methods of research are important. It is used as a way or a method of the result that is made in this thesis.

#### 3.1 The Method of Research

According to Best, research is the systematic and objective analysis and recording of controlled observation that may lead to the development of generalization, principles, or theories, resulting in prediction and possibly ultimate control of events (1981:18), while Hornby points out that research means investigation undertaken in order to discover new fact and get additional information (1987:214).

Based on the definition above, it can be said that research means a scientific activity undertaken to test the truth of knowledge in order to find new findings.

Method is needed in doing something to reach a certain goal. Hornby says that method is simply defined as a way of doing something (1987:533). While Surakhmad defines that method is the way to reach a goal, for example to test a series of hypothesis by using a certain technique and instrument (1982:131) So, based on those definitions, method can be concluded as a way of doing something or research in order to reach the require goal.



The method of research in this thesis is descriptive. The descriptive research is aimed to solve the problem in recent time (Surakhmad;1982:139). It means that it is directed toward determining the nature of situation as if exists at the time of a study. The descriptive research also involves the descriptive research techniques. According to Surakhmad, the techniques are describing, analyzing, classifying, interviewing, surveying, taking questionnaire, observing, testing and taking comparative study (1982:139).

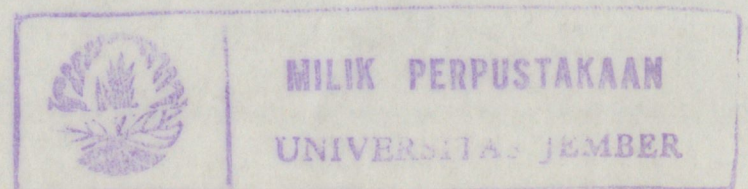
In this thesis takes some of those techniques such as describing, analyzing, classifying, and testing.

### 3.2 Type of Data

The data are research material (Sudaryanto;1989:9). This research uses qualitative and quantitative data. Qualitative data are the data in the form of opinion or word, while quantitative data are the data in the form of numbers.

The qualitative data are collected from the result of reading comprehension test and interview. Quantitative data are also collected from the reading comprehension test result in the form or percentage and total number.

The data are taken from the population According to Best population is any group of individuals that have one more characteristics in common (1981:8). The population in this research





is the students of 1996 level of English Department, the faculty of Letters, the University of Jember, who have studied about Reading Comprehension.

The total number of population are 64 students, Surakhmad states that if the population is homogeneous and less than 100, we can take 50 % or more as the samples from the total number (1982:100). In this research, there are 35 students as the samples. It means that there are more than 50 % of the population, and samples are determined on the consideration that the population is homogeneous.

### 3.3 Method of Data Collection

According to Surakhmad, there are four techniques of collecting the data. They are: (1) direct observation technique that observes the phenomenon directly without using instruments, (2) indirect observation technique that observes the phenomenon by using instruments, (3) direct communication technique by doing a direct communication with the subject of research, and (4) indirect communication technique that using the instruments in communication (1982:162). The research in this thesis uses indirect observation technique by using the instrument for collecting data that is test method.



The test is taken to know the proficiency of the students in a reading comprehension in understanding the main idea, supporting details and conclusion in a paragraph. The questions are given to the students to know the proficiency of the students in understanding the three points above.

The test consist of three part, the first part is understanding the main idea, it consists of 7 questions. The second part is understanding the supporting details, it consists of 6 numbers of questions, and the third part is understanding the conclusion it consists of 7 questions. So, the total numbers of questions are 20 numbers. On three part of test, the students must choose the correct answer based on the information from the text.

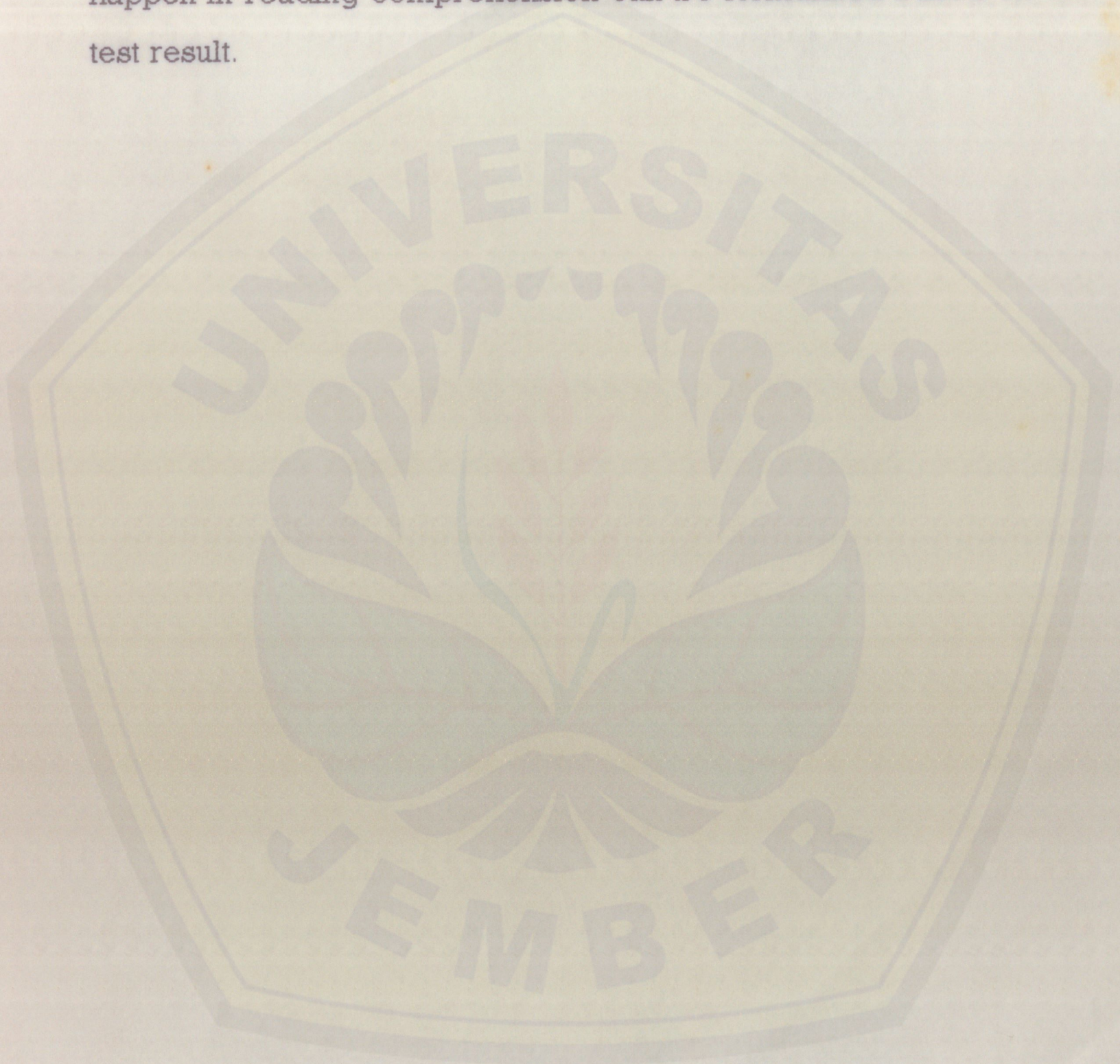
### 3.4 Type of Analysis

This thesis uses descriptive analysis. According to Best, since the research is descriptive research, it involves the description, recording, analyzing and interpretation of condition that exist (1981:25).

The result from the reading comprehension test and interview are analyzed and interpreted one by one. The analysis of the reading test result discusses about the score of each students and the classification of the score. Besides that the students' errors are identified, classified, and evaluated based on each part of the test. In addition, the percentage of the errors of each part of the test is



also made to know in what part the students make great errors. So, on the analysis of the test, the students' proficiency in reading comprehension can be known. Besides that, the difficulties that happen in reading comprehension can be formulated based on the test result.





## CHAPTER IV

### DISCUSSION

This chapter will discuss about the result of the test. The data are to know the description of the proficiency of the students in understanding the main idea, details and conclusion in a paragraph. The test is conducted to 35 respondents. It consists of 20 female students and 15 male students, they are the students of 1996 - English Department, the Faculty of Letters, the University of Jember.

The reading test self consists of 7 paragraphs, and the questions of the test is divided into three parts. The first part is about understanding the main idea, in this part, there are 7 questions. The choice of the answers is multiple choice, so the students must choose the right one. The second part is about understanding the details there are 6 questions, the choice form of this part is true - false answer. The last part is about understanding the conclusion, the choice of answer is yes - no - maybe. It means that if the reader agree with the statement, the answer is "yes", and the answer is "no" if the reader does not agree. Last, if there is not enough information, the answer is 'Maybe'.

Here, it will be given the examples of the questions.

#### Paragraph 1

Students all over the world have to work for their education. A college education in the United States is expensive. The costs are is high that must families begin to save for their children's education



when their children are babies. Even so, many young people cannot afford to pay for school costs. Tuition for attending the university, books for classes, and dormitory costs are high. There are other expenses such as chemistry and biology laboratory fees and special student activity fees for such things as parking permits and football tickets. The cost of college education increases every year. However, campuses are still crowded with students. Some American students depend on family support to pay for college. Perhaps some of the students have scholarship or money grants, but many do not. How do the rest of the students manage?

#### The examples of the first part question

1. What is the main idea of paragraph 1 ?
  - a. colleges should give more scholarship;
  - b. there are not enough students on college campuses, so schools are giving scholarship;
  - c. a college education costs more than some young people can pay.

The respondents must choose the right answer based on the information in paragraph, then the respondents decide what exactly the main idea is.

#### The examples of the second part question

1. There are laboratory fees for chemistry classes.

True - False - Paragraph ....



In part two, the questions are about understanding the details, and the respondents must choose true or false answer, and if it is true, the respondents must write in what paragraph the statement is placed

### The examples of the third part question

1. Families have to save a large amount of money to pay for a college education.

Yes - No - Maybe

In the last questions are about understanding the conclusion. The respondents must choose yes, no, or maybe.

After the test is done, the results are analyzed one by one. Then, the result of the test of each student is scored. The proficiency of each students in reading can be known based on their scores of the test. To make the amount of score in appropriate number, the score is made by the following rule :

Formula 1 :

$$S = \frac{100}{TQ} \times (TQ - NE)$$

where :

S = the score

TQ = the total number of question

NE = number of errors



The total score is 100, the total number of questions are 20. So, the score for a question : 100 divided by 20 is 5.

For example :

If a student has 5 numbers of error, by using the formula 1 above, the score of that student is determined by the following calculation :

$$S = \frac{100}{TQ} \times (TQ - NE)$$

$$S = \frac{100}{20} \times (20 - 5)$$

$$S = 5 \times 15$$

$$S = 75$$

So, the score of the student by using the formula I can be known, that is 75.

Furthermore, the result of the test of all respondents can be presented in the following table.



Table 1 : The student's scores

No.	Name	Nim	Correct Answer	Score
1.	Respondent no. 1	96 - 1054	10	50
2.	Respondent no. 2	96 - 1154	15	75
3.	Respondent no. 3	96 - 1157	15	75
4.	Respondent no. 4	96 - 1061	15	75
5.	Respondent no. 5	96 - 1146	18	90
6.	Respondent no. 6	96 - 1030	17	85
7.	Respondent no. 7	96 - 1118	15	75
8.	Respondent no. 8	96 - 1105	17	85
9.	Respondent no. 9	96 - 1059	18	90
10.	Respondent no. 10	96 - 1028	13	65
11.	Respondent no. 11	96 - 1017	15	75
12.	Respondent no. 12	96 - 1119	16	80
13.	Respondent no. 13	96 - 1026	17	85
14.	Respondent no. 14	96 - 1118	14	70
15.	Respondent no. 15	96 - 1095	13	65
16.	Respondent no. 16	96 - 1005	17	85
17.	Respondent no. 17	96 - 1079	16	80
18.	Respondent no. 18	96 - 1043	15	75
19.	Respondent no. 19	96 - 1154	14	70
20.	Respondent no. 20	96 - 1113	15	75
21.	Respondent no. 21	96 - 1102	13	65
22.	Respondent no. 22	96 - 1029	15	75



23.	Respondent no. 23	96 - 1004	15	75
24.	Respondent no. 24	96 - 1112	14	70
25.	Respondent no. 25	96 - 1142	13	65
26.	Respondent no. 26	96 - 1088	15	75
27.	Respondent no. 27	96 - 1081	15	75
28.	Respondent no. 28	96 - 1012	15	75
29.	Respondent no. 29	96 - 1141	11	55
30.	Respondent no. 30	96 - 1006	14	70
31.	Respondent no. 31	96 - 1137	13	65
32.	Respondent no. 32	96 - 1021	16	80
33.	Respondent no. 33	96 - 1016	14	70
34.	Respondent no. 34	96 - 1153	17	85
35.	Respondent no. 35	96 - 1082	15	75

From the table 1 above, the scores of the students can be determined. The students scores in this test are between 50 to 90 it is based on the calculation that has done from 35 respondents. The determination of their proficiency is done by giving qualification of the score. The qualification of the score is shown here.



Table 2 : The Qualification of score

Score	Qualification
96 - 100	excellent
76 - 95	good
56 - 75	fair
0 - 55	poor

Depdikbud, 1990 : 10

Based on the qualification of score stated in table 2, all of the scores of the students are analyzed. For example, the student who gets score '80', so he/she has the qualification of score 'good'. The qualification of the score can be used to know the proficiency based on the scores. Here, it will be showed the scores and the qualification of scores for knowing the proficiency of each student in reading.



Table 3. The Qualification of the student's score

No	Name	Nim	Score	qualification of score
1.	Respondent no. 1	96 - 1054	50	poor
2.	Respondent no. 2	96 - 1154	75	fair
3.	Respondent no. 3	96 - 1157	75	fair
4.	Respondent no. 4	96 - 1061	75	fair
5.	Respondent no. 5	96 - 1146	90	good
6.	Respondent no. 6	96 - 1030	85	good
7.	Respondent no. 7	96 - 1118	75	fair
8.	Respondent no. 8	96 - 1105	85	good
9.	Respondent no. 9	96 - 1059	90	good
10.	Respondent no. 10	96 - 1028	65	fair
11.	Respondent no. 11	96 - 1017	75	fair
12.	Respondent no. 12	96 - 1119	80	good
13.	Respondent no. 13	96 - 1026	85	good
14.	Respondent no. 14	96 - 1118	70	fair
15.	Respondent no. 15	96 - 1095	65	fair
16.	Respondent no. 16	96 - 1005	85	good
17.	Respondent no. 17	96 - 1079	80	good
18.	Respondent no. 18	96 - 1043	75	fair
19.	Respondent no. 19	96 - 1154	70	fair
20.	Respondent no. 20	96 - 1113	75	fair
21.	Respondent no. 21	96 - 1102	65	fair
22.	Respondent no. 22	96 - 1029	75	fair
23.	Respondent no. 23	96 - 1004	75	fair
24.	Respondent no. 24	96 - 1112	70	fair
25.	Respondent no. 25	96 - 1142	65	fair



26.	Respondent no. 26	96 - 1088	75	fair
27.	Respondent no. 27	96 - 1081	75	fair
28.	Respondent no. 28	96 - 1012	75	fair
29.	Respondent no. 29	96 - 1141	55	poor
30.	Respondent no. 30	96 - 1006	70	fair
31.	Respondent no. 31	96 - 1137	65	fair
32.	Respondent no. 32	96 - 1021	80	good
33.	Respondent no. 33	96 - 1016	70	fair
34.	Respondent no. 34	96 - 1153	85	good
35.	Respondent no. 35	96 - 1082	75	fair

After knowing the qualification of the score of each student in reading, it will be known the proficiency of all students. Then, the frequency of the students who get a certain qualification can be determined. By using the rule as follows :

Formula 2 :

$$\% = \frac{F}{T.S} \times 100\%$$

Where :

F = Frequency of the students

TS = Total students

100% = Constant number

For example :



For example :

If the frequency of the students who get the score between 76 - 85 are 8 students, so the percentage is :

$$\% = \frac{F}{TS} \times 100 \%$$

$$= \frac{8}{35} \times 100 \%$$

$$= 22,86 \%$$

So, the percentage of the score between 76 - 85 is 22,86, and it can be classified as 'good'.

Furthermore, all percentages can be presented in the Following table



Table 4 : The qualification of the student's scores

Score	Qualification of score	Frequency of the students	Percentage
96 - 100	Excellent	-	-
76 - 95	Good	10	28,57 %
56 - 75	Fair	23	65,71 %
0 - 55	Poor	2	5,71 %

Based on the table 3, there are 2 students who get scores between 76 - 95 or there is 28,57 % that has good qualification. While the highest percentage is 65,71 % and the qualification is fair and the lowest score is between 0 - 55, the percentage is 5,71 %, the qualification score is 'poor'.

The next discussion, is about the mean score of the students. It is used to know the proficiency of the students in general. It means that this score is taken for all scores of the students. It can be known by summing up all scores divided by the number of respondents/students.



Formula 3 :

$$M = \frac{\sum X}{N}$$

Where :

M = Mean Score

$\sum X$  = The sum of all scores

N = The number of respondent

( Lado, 1961 : 305 )

By using the formula above, the calculation of the mean score can be determined as follows :

$$M = \frac{X_1 + X_2 + X_3 + \dots + X_{35}}{N}$$

$$= \frac{10 + 65 + 75 + \dots + 75}{35}$$

$$= \frac{2600}{35}$$

$$= 74.29$$



From the calculation, the mean score of the students can be known, that is 74,29. In general the proficiency of the students of understanding the main idea, details and conclusion in a paragraph is 74,39. By using the qualification of score, the classification of mean score is 'fair' because the mean score is in the rank score of 55 - 75.

For the first problem, it is known that the proficiency of the students of understanding the main idea, details and conclusion in a paragraph can be categorized 'fair'. It can be proved from the mean score that the mean score is 74,29, and it can be categorized 'fair' in qualification of students score (table 3), students who get scores between 55 - 75 are 23 students and the percentage is about 65,71 %, it is more than a half of all respondents, and it is the largest number/frequency than other scores. The qualification is 'fair'.

In the next problem is to know in what part the students make great errors. From the result, it can be known which part is the most difficult for the students. To know the result, the procedure is conducted by identifying each part of the test that has been answered by the students. The students error can be classified based on each part of the test and to know in what part the students make great error. There are 180 occurrence of errors in the result of the test, comprising 73 errors in part 1 (understanding the details), and 69 errors in part 3 (understanding the conclusion). After knowing the total number of errors, then, it can be calculated by using a certain formula.



In each part, the percentage of the errors is different. It can be determined by the following rule.

Formula 4 :

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

Where :

PE = Percentage of error in each part

n = the total numbers of errors in each part

N = the total numbers of errors in whole part

100% = the constant number

( Muhammad Ali, 1987 : 156 )

By using the formula above, the percentage of errors of each part can be determined as follows :

Understanding the main idea

The total numbers of errors in part 1 are 73, find total numbers of errors in whole parts are 180 errors. The calculation of errors in part 1 is :

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



$$\begin{aligned} & 73 \\ & = \frac{\quad}{180} \times 100 \% \\ & = 40.56 \% \end{aligned}$$

#### Understanding the details

The total numbers of errors in part 2 are 38, the total numbers of errors in whole parts are 180 errors. The calculation of errors in part 2 is :

$$\begin{aligned} & n \\ PE & = \frac{\quad}{N} \times 100 \% \\ & 38 \\ & = \frac{\quad}{180} \times 100 \% \\ & = 21.11\% \end{aligned}$$

#### Understanding the conclusion

The total numbers of errors in part 3 are 69, the total numbers of errors in whole parts are 180 errors. The calculation of errors in part 3 is :

$$\begin{aligned} & n \\ PE & = \frac{\quad}{N} \times 100 \% \end{aligned}$$



$$= \frac{69}{180} \times 100 \%$$

$$= 38.33 \%$$

To make it clear, the percentage of errors in each part can be shown in table as follows :

**Table 5 : The Percentage of the errors based on the total numbers of errors**

Part	Type of Question			Total
	Part 1	Part 2	Part 3	
The errors of each part	73	38	69	180
Percentage	40,56 %	21,11 %	38,33 %	100 %

The table 3 shows that the highest percentage of errors is in area 1, that is understanding the main idea. It is about 40.56 %. The lowest percentage of errors is in part 2, it is about 21,11 %. While in part 3 the percentage of errors is 38,33 %. It means that the most difficulty is in part 1 ( understanding the main idea ).

Based on the percentage of errors, it can be known the mastered level of the students from the classification. According to



Lado (1969), the students mastered level based on the errors is determined based on the following classification :

**Table 6. The Classification of the Students Master level Based on the error in each part**

Percentage on Error			Classification
00 %	-	15 %	Very Good
16 %	-	30 %	Good
31 %	-	45 %	Fair
46 %	-	50 %	Poor
51 %	-	100 %	Very Poor

Table 5 shows the classification of the students' master level based on the error in each part. Based on the classification, it can be known the proficiency of reading in each part.

The percentage of errors in understanding the main idea is about 40,56 %, the classification of the students' master level is ' fair '. The percentage of error in understanding the details is about 21,11%, and the classification of the students' master level is ' good '. While, the percentage of error in understanding the conclusion is 38.33 % and the classification is 'fair'.

To make the calculation clearer, it can be explained in the table as follows :



Table 7. The classification of each part

Part	Percentage	Classification
Understanding the main idea	40.56 %	Fair
Understanding the details	21.11 %	Good
Understanding the conclusion	38.33 %	Fair

The difficulty level of each part can be known from table 6, the most difficult is understanding the main idea, followed by part 3. understanding the conclusion. and the understanding the details.



## CHAPTER V

### CONCLUSION

Reading as one of the basic skill plays the important role in foreign language acquisition. For English students, who study about language, reading is important, because by reading students can enlarge their knowledge, vocabularies, experience and the most is getting information. They must learn to understand the material of reading, because to become good readers the readers understand what they read, have to get the main idea, details and they are able to draw the conclusion.

In learning English, the proficiency of each learner is different in reading skill. It directly depends on their knowledge. From the result, the scores of the students are between 50 to 90, the determination of their proficiency is done by giving qualification of the scores. Based on the qualification the student who gets score 75 can be categorized "fair" and the students who gets score 80 can be categorized "good". Then, from the analysis, it can be found the lowest proficiency is in understanding the main idea. In that part the students make great numbers of errors, the percentage of errors that happen in this part is about 40,56 % from all errors that are made by the students, and the classification of the students master level is fair, while the highest proficiency is in understanding the details, it is about 21,11 %, and the classification is good . Lastly in understanding the conclusion, the percentage is fair.



From the percentage above, it can be concluded that the proficiency of the students in understanding the main idea, details dan conclusion are different. Those percentages show that the most difficult for the student in reading is understanding the main idea rather than other parts, but after calculating the mean score of all students, the mean score is 74.29, it means that in general the qualification of scores of the students in understanding the main idea, details and conclusion is more than enough.

If the students always practise their proficiency of reading, they will get great advantages. The students proficiency in reading can be improved if the students try to read more than once. The factor of practising is important in reading, most of the students do not practise their reading skill after they have finished their reading class. So, the less the students practise their reading the less proficiency they can get.



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*Appendices*

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UNIVERSITAS JEMBER



## APPENDIX 1. THE READING TEST

### THE COST OF EDUCATION

Students all over the world work for their education. A college education in the United States is expensive. The costs are so high that most families begin to save for their children's education when their children are babies. Even so, many young people cannot afford to pay the expenses of full-time college work. They do not have enough money to pay for school costs. Tuition for attending the university, books for classes, and dormitory costs are high. There are other expenses such as chemistry and biology laboratory fees and special student activity fees for such things as parking permits and football tickets. The cost of a college education increases every year. However, family support to pay for college. Perhaps some of the students have scholarships or money grants, but many do not. How do the rest of the students manage?

There are two obvious answers to the money difficulties of college students. They can borrow money, or they can find jobs and earn it. In either case, thousands of students everywhere find answers to their financial problems.

Where do the students work? Many of them work in shops, movie houses, and restaurants. They have part-time jobs in the evening or on weekends. Some plan their class schedules so that their classes are in blocks of time. Then they manage to squeeze in regular jobs. For example, if students have all their classes in the morning, they can take afternoon or evening jobs.

Another money making possibility is summer employment. Students look for the highest-paying jobs that they can find. Of course, they plan to work only during the three months of summer vacation. Therefore, most students



are willing to accept temporary employment that they would refuse as permanent jobs. One young man took a summer job driving in earth-moving machine at the city's landfill project. "Working at the city garbage dump in the summer is pretty bad," the sophomore said, "but I can take any bad smell for three months it means another year of school". Obviously, the discomfort of the job is not enough to prevent this young man from his goal-making money for his education.

The second obvious solution to the college students money problems is borrowing. Money for education is available from special funds. The governments is the largest moneylender, but businesses and churches also provide money for student loans. When students finish their education, they are likely to get good jobs. Former students pay back the money that they owe to the special funds. Because they pay interest, they increase the amount of money available for other students to borrow. Each year there should be a little more money for others.

Students from other countries have financial problems to overcome, too. Because students in most international programs need to have a sponsor (a person, organization, or government agency that pay for them), they work hard to earn scholarships or special loans. International students understand the value of going to school in another country. They also know that it is difficult. Yet just as American students work to go to other countries to study, money foreign students choose to attend American universities in spite of the difficulty. However, it is usually possible for students from abroad to work on university campuses to pay for some of the costs of their education. Some people believe that students value their education more if they work for it.

Student must sometimes ask themselves whether the cost of education



is worth it. Each student spends great amounts of money that he or she might have to work for years to repay. The student spends years of time studying and learning. What are the benefits? How does education affect the student's future? In most cases, the effects make a better life.

**I. Choose the right answer.**

- I. What is the main idea of paragraph 1?
  - a. Colleges should give more scholarships.
  - b. There are not enough student on college campuses, so schools are giving scholarship.
  - c. A colleges education costs more than some young people can pay.
2. What is the main idea of paragraph 2?
  - a. The most obvious answer to a college student's money problems is a job.
  - b. More students should work in shops, moviehouses, and restaurants.
  - c. Students can borrow or earn money for education.
3. What is the main idea of paragraph 3?
  - a. Many student get jobs in shop, moviehouses , and restaurants.
  - b. Many students manage ti fit part-time jobs into their schedules.
  - c. Most students work.
4. What is the main idea of paragraph 4?
  - a. Many students take jobs in the city garbage dump.
  - b. Students want high-paying jobs for summer employment.
  - c. Bad-smiling jobs are good for sophomores.



5. What is the main idea of paragraph 5 ?
- a. A student can solve money problems by borrowing from special student loan funds.
  - b. Former students are interested in their loan fund.
  - c. Businesses and churches have special funds for students to borrow to pay school costs.
6. What is the main idea of paragraph 6 ?
- a. International students also have money problems.
  - b. Most students attend foreign universities.
  - c. American students study abroad.
7. What is the main idea of the last paragraph ?
- a. Education changes a student.
  - b. Students spend both money and time on education.
  - c. Students must ask themselves whether as education is worth all the work and money.

II. Circle TRUE or FALSE. Write the number of the paragraph that contains the answer.

- |   |      |       |
|---|------|-------|
| 1. There are laboratory fees for chemistry classes.       | TRUE | FALSE |
| 2. Students get jobs to earn money for college.           | TRUE | FALSE |
| 3. Summer jobs do not last a long time.                   | TRUE | FALSE |
| 4. Many governments lend money to students for education. | TRUE | FALSE |
| 5. Students in all international programs need sponsors.  | TRUE | FALSE |
| 6. Education affects a person's future                    | TRUE | FALSE |



III. Circle one of these three words after each sentence :

YES - if the author agree

NO - if the author do not agree

MAYBE - if there is not enough information

1. Families have to save a large amount of money  
to pay for a college education YES NO MAYBE
2. Many students have part-time jobs. YES NO MAYBE
3. Students are more likely to work in the evening  
or on weekend than during the day. YES NO MAYBE
4. The highest-paying jobs are those that are  
difficult to do. YES NO MAYBE
5. Many students understand the value of an inter-  
national education YES NO MAYBE
6. Students loan make education available to students  
who might not get scholarships. YES NO MAYBE
7. Students do not have time to work between classes YES NO MAYBE



APPENDIX 2.

THE ANSWER OF READING TEST

I. READING FOR FINDING THE MAIN IDEA

1. C : A college education costs more than some people can pay.
2. C : Students can borrow or earn money for education.
3. B : Many students manage to fit part time into their schedules.
4. B : Students want high-paying jobs for summer employment's.
5. A : A students can solve money problems by borrowing from special student loan funds.
6. A : International students also have money problems.
7. C : Students must also themselves whether as education as worth all the work and money.

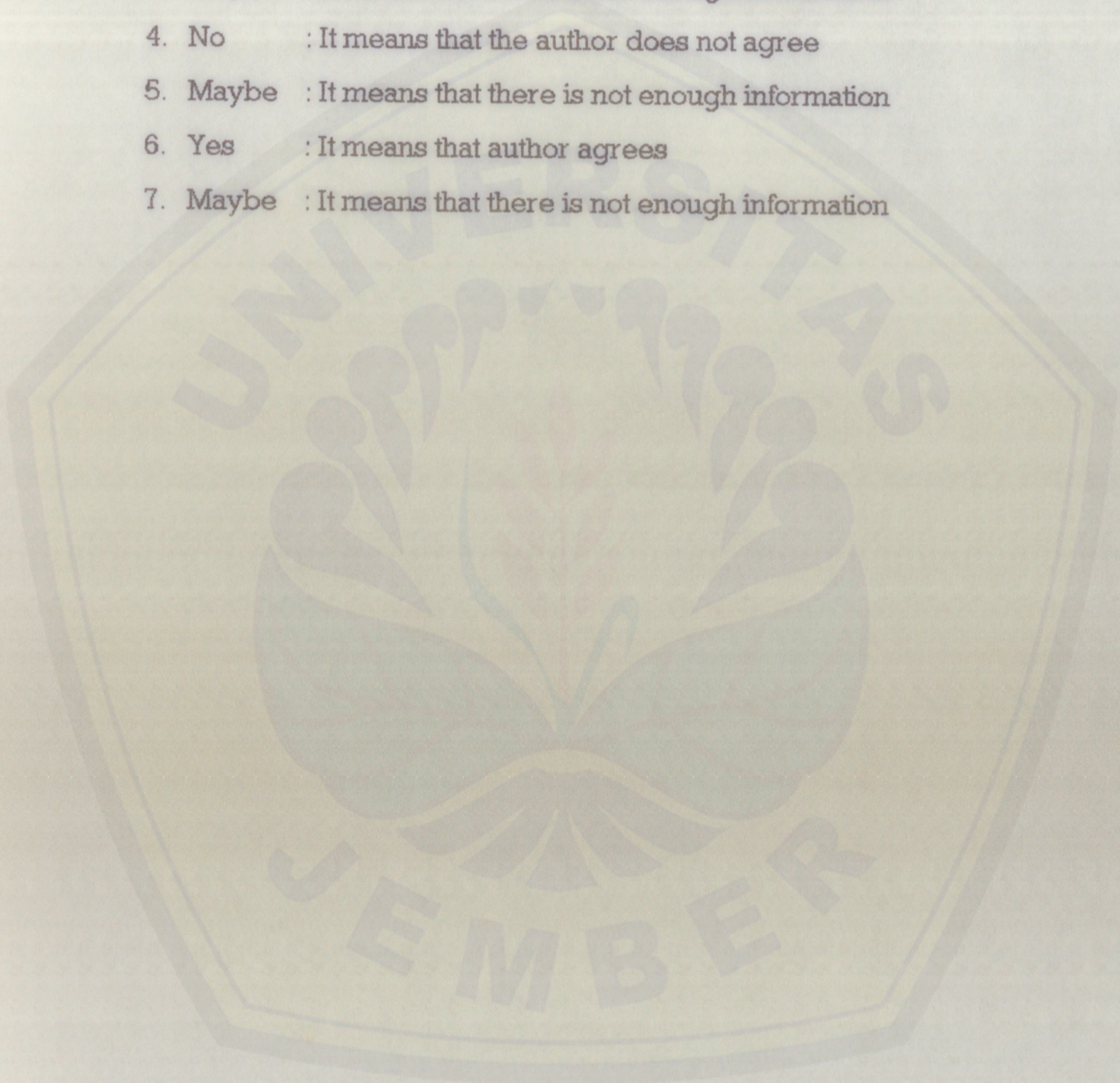
II. READING FOR FINDING THE DETAILS

1. True : There is in paragraph 1
2. True : There is in paragraph 2
3. True : There is in paragraph 3
4. True : There is in paragraph 4
5. True : There is in paragraph 5
6. True : There is in paragraph 6



III. READING FOR DRAWING CONCLUSION

1. Yes : It means that author agrees
2. Yes : It means that author agrees
3. Maybe : It means that there is not enough information
4. No : It means that the author does not agree
5. Maybe : It means that there is not enough information
6. Yes : It means that author agrees
7. Maybe : It means that there is not enough information





## APPENDIX 3

## THE RESULT OF READING TEST

No	Name	Nim	Correct Answer	Score
1.	Respondent no. 1	96 - 1054	10	50
2.	Respondent no. 2	96 - 1154	15	75
3.	Respondent no. 3	96 - 1157	15	75
4.	Respondent no. 4	96 - 1061	15	75
5.	Respondent no. 5	96 - 1146	18	90
6.	Respondent no. 6	96 - 1030	17	85
7.	Respondent no. 7	96 - 1118	15	75
8.	Respondent no. 8	96 - 1105	17	85
9.	Respondent no. 9	96 - 1059	18	90
10.	Respondent no. 10	96 - 1028	13	65
11.	Respondent no. 11	96 - 1017	15	75
12.	Respondent no. 12	96 - 1119	16	80
13.	Respondent no. 13	96 - 1026	17	85
14.	Respondent no. 14	96 - 1118	14	70
15.	Respondent no. 15	96 - 1095	13	65
16.	Respondent no. 16	96 - 1005	17	85
17.	Respondent no. 17	96 - 1079	16	80
18.	Respondent no. 18	96 - 1043	15	75
19.	Respondent no. 19	96 - 1154	14	70
20.	Respondent no. 20	96 - 1113	15	75
21.	Respondent no. 21	96 - 1102	13	65
22.	Respondent no. 22	96 - 1029	15	75



23.	Respondent no. 23	96 - 1004	15	75
24.	Respondent no. 24	96 - 1112	14	70
25.	Respondent no. 25	96 - 1142	13	65
26.	Respondent no. 26	96 - 1088	15	75
27.	Respondent no. 27	96 - 1081	15	75
28.	Respondent no. 28	96 - 1012	15	75
29.	Respondent no. 29	96 - 1141	11	55
30.	Respondent no. 30	96 - 1006	14	70
31.	Respondent no. 31	96 - 1137	13	65
32.	Respondent no. 32	96 - 1021	16	80
33.	Respondent no. 33	96 - 1016	14	70
34.	Respondent no. 34	96 - 1153	17	85
35.	Respondent no. 35	96 - 1082	15	75





## APPENDIX 4

## THE LIST OF RESPONDENTS

NO	NAME	Nim
1	Leni Dwi K	96 - 1054
2	Wiwik Sulis	96 - 1154
3	Wiwin Nur Aini	96 - 1157
4	A'in Antikasari	96 - 1061
5	Salim A	96 - 1146
6	Ken Yulian	96 - 1030
7	Nurul Mbin	96 - 1118
8	Bobby Suryo W	96 - 1105
9	Husnul Anis	96 - 1059
10	E v i	96 - 1028
11	Ririn Kurniawati	96 - 1017
12	Andi Reiza H	96 - 1119
13	Kheriyanto	96 - 1026
14	Dina K	96 - 1118
15	Dhenok Puspita N	96 - 1095
16	Indri Yanuarini	96 - 1005
17	Nila Susanti	96 - 1079



18	Anita	96 - 1043
19	Junaidi Mustika	96 - 1154
20	K. Tri Diana	96 - 1113
21	M. Sarwono	96 - 1102
22	M. Andhy N	96 - 1029
23	Rina Budi	96 - 1004
24	Yuni Irawati	96 - 1112
25	Fadil	96 - 1142
26	Wahyuni	96 - 1088
27	Laily Syifa	96 - 1081
28	Nurul Fadhillah	96 - 1012
29	Hendra Budi K	96 - 1141
30	Nur Syamsi	96 - 1006
31	Nurhadi	96 - 1137
32	Fajar Dwi A	96 - 1021
33	Setya Budi	96 - 1016
34	Virsa	96 - 1153
35	Mike S	96 - 1082