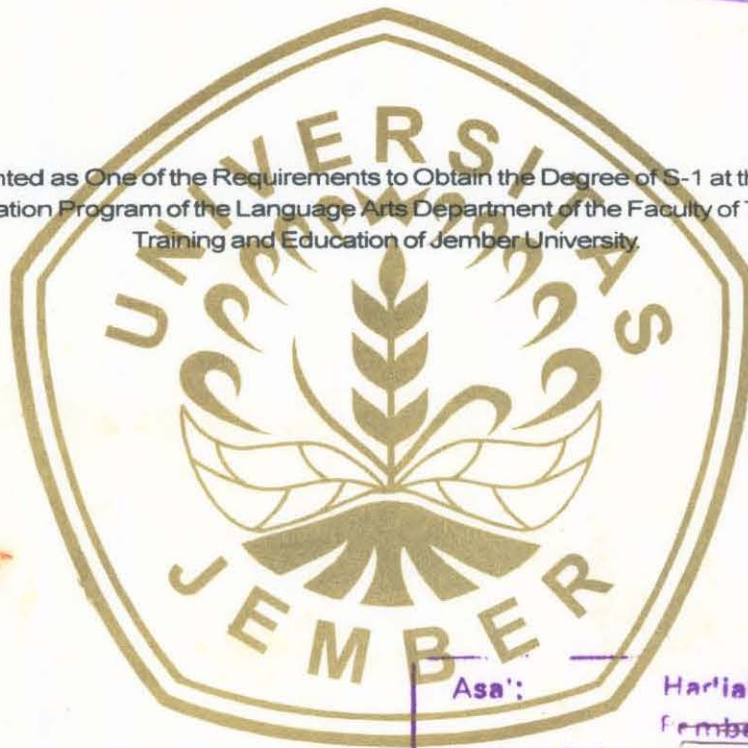


**A DESCRIPTIVE STUDY OF THE ABILITIES TO
COMPREHEND THE MAIN IDEAS OF ENGLISH
READING TEXTS OF THE SECOND YEAR
STUDENTS OF MAN II JEMBER
IN THE 2001/2002 ACADEMIC YEAR**

THESIS



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



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JUNE, 2002**

DEDICATION

My sincere dedication is due to:

- ☺ *My dearest Dad, M. Yasin Ibrahim, S. Ag. Thank`s for your silent pray, love and affection given to me. I`m truly proud of being your daughter. Dad, I love you.*
- ☺ *My dearest Mom, Supinatun. Thank`s for everything you `ve done to me. As a mother, teacher and friend to me, you`re so perfect. I do love you.*
- ☺ *My beloved little brothers, Luthfi Satya Kurniawan and Luthfi R. Andri Permana, our days were cheerful with you two. I love you too.*
- ☺ *My man Agoes Wiyono, with you everything have been different, let`s pray for our better days.*
- ☺ *All my friends at the `97 level of the English Department, Especially Anik, Dyah, Mimil, Maya, Dewi, Egon, Rudy, Fitri, Yuyun and Eni.*
- ☺ *The girls at the Kalimantan 32 A, Especially Mba` Onsiyah, Mba` Ratna, Mba` Arie, Arik and Diah. our adventure was so sweet.*
- ☺ *My mates at the Jakapatiga, Anis, Nanik, de` Lilik, Yetty and Mba` Yatie.*
- ☺ *My brothers and sisters in arms, the member of Muhammadiyah students Association, Especially Arief uwin, Yulie, Nia, Ainul, Hadi and Mas Fadil. the struggle`s not finish yet.*
- ☺ *My almamater.*

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of English Reading Texts of the Second Year Students of MAN II Jember
in the 2001/2002 Academic Year

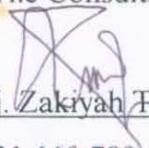
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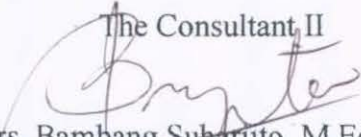
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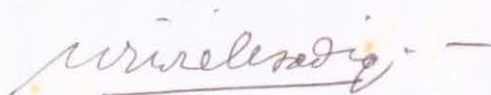
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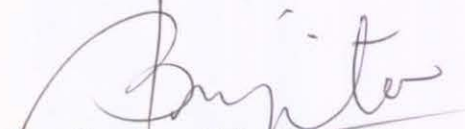
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Finally, I hope this thesis will provide some advantages to the readers. Any criticism, suggestion and input will be appreciated to make this thesis better.

Jember, June 2002

The Writer

TABLE OF CONTENTS

TITLE.....	i
MOTTO.....	ii
DEDICATION.....	iii
CONSULTANTS' APPROVAL.....	iv
APPROVAL OF THE EXAMINATION COMMITTEE.....	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENTS.....	vii
THE LIST OF TABLES.....	viii
ABSTRACT.....	ix

I. INTRODUCTION

1.1 The Background of The Research.....	1
1.2 The Formulation of the Problem.....	1
1.3 The Operational Definition.....	2
1.4 The Objectives of Research.....	3
1.5 The Significances of the Research.....	3

II. REVIEW OF RELATED LITERATURE

2.1 Reading Comprehension in Relation to Comprehending Main Ideas.....	4
2.2 The Position of the Main Ideas in English Reading Texts.....	5
2.3 Reading Materials of the Second Year Students of SMU.....	8
2.4 Comprehending the Main Ideas within English Reading Texts.....	9
2.5 Finding Main Ideas in order to Comprehend English Reading Texts.....	10
2.6 Some Factors Affecting Comprehending Main Ideas.....	14

III. RESEARCH METHODS

3.1 Research Design.....	17
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3.2 Research Area	17
3.3 Research Respondents.....	18
3.4 Data Collection Methods.....	18
3.4.1 Documentation	18
3.4.2 Interview.....	18
3.4.3 Test.....	19
3.5 Data Analysis	20

IV. RESULTS AND DATA ANALYSIS

4.1 The Results of Supporting Data	
4.1.1 The Result of Documentation	22
4.1.2 The Result of Interview.....	22
4.2 The Results of Main Data	23
4.3 Data Analysis	25
4.4 Discussion	27

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions	
5.1.1 General Conclusion.....	29
5.1.2 Specific Conclusion	29
5.2 Suggestions.....	29

BIBLIOGRAPHY

APPENDICES

1. Research Matrix
2. The Guide of Interview and Documentation
3. Research Instrument
4. The Answer Key
5. Anova Analysis of Homogeneity Test

6. The Names of Respondents
7. The Facilities of MAN II Jember
8. The Personnel of MAN II Jember
9. The Permit of Conducting the Research from FKIP- Unej
10. The Statement Letter of the Research of MAN II Jember
11. List of F Table
12. The Consultation Sheets

LIST OF TABLES

Table Number	Names of Tables	Page
1.	The Classification of the Score Levels	20
2.	Result of ANOVA Analysis	22
3.	The Students' Scores of Reading Comprehension Test	24
4.	The Scores of Each Indicator	25
5.	<i>The Mean Score of the Students' Abilities of Each Indicator</i>	27
6.	<i>The Mean Score of the Students' Abilities in Comprehending the Main Ideas and the Category for Each Indicator</i>	27

ABSTRACT

Luthfi Mawaddah, June 2002, *A Descriptive Study of the Abilities to Comprehend the Main Ideas of English Reading Texts of the Second Year Students of MAN II Jember in the 2001/2002 Academic Year*

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

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Comprehending the main ideas is a difficult aspect of Reading Comprehension, but comprehending main ideas can help the readers comprehend the content of the texts. In relation to the idea, this thesis was intended to describe the students' abilities to comprehend the main ideas of English reading texts. The research was conducted at MAN II Jember on April 2002. The respondents were 30 students of the second year students. They were taken by proportional random sampling with lottery from the homogeneous population. The main data were collected by using Reading test, while the supporting data were collected by documentation and interview. The collected main data were analyzed by using descriptive statistics. The result showed that on the average, the student's abilities in comprehending the main ideas were in the enough category (M: 59,16%). Specifically, their mean score for the explicit main ideas was higher (M: 71%) than that of implicit main ideas (M: 47,33%). Based on the results, it is important for the English teacher to help their students comprehend the main ideas of English reading texts especially the implicit main ideas by giving more exercises.

Key words: Main Ideas, English Reading Text

I. INTRODUCTION

1.1 The Background of the Research

There are four language skills in English; they are speaking, listening, writing and reading. Reading is a process of communication between the reader and 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 various information. In short, reading makes readers be informed people.

Through reading activities, students are expected to understand what the author wants to say in reading texts. In order to gain this purpose, the students must have good reading abilities. They cannot just read the language of the texts but they should comprehend its content (Rivers,1987:72). Comprehending the content of reading texts deals with the ability to get the main ideas of the texts. In other words, the students may fail to comprehend the content of the texts if they cannot find the main ideas. Simanjuntak (1988:101) states that in order to be able to understand a paragraph, the first thing to do is to know what the paragraph tells about.

Hancock in Simanjuntak (1988:103) defines the main idea is the essence of the paragraph. By comprehending the main ideas, students are able to comprehend what the whole text contains. Besides, understanding the main idea is a requirement of skimming, that is quick reading for finding what the text is about. In other words, the students who are trained in understanding the main idea might be able to skim the text better (Cahyono, 1997:37).

In fact, most SMU students in Indonesia still find some difficulties to understand reading texts, especially to identify the main ideas. Susanto (1996) found that finding the main ideas of a paragraph is one of the difficult aspects of reading comprehension of SMU students.

Based on the result of the interview with the English teacher at MAN II Jember, it was found that the second year students of MAN II Jember had been taught the material concerning with the main ideas. Beside this material is quite important, it is



also suggested in the Basic Course Outline of the Teaching Program (GBPP) of the 1994 English Curriculum.

Referring to those point of view, it is necessary to conduct a research to get a description of the second year students' abilities to comprehend the main ideas of English reading texts because it is an essential part of reading comprehension.

1.2 The Formulation of the Problems.

There are two kinds of problems in this research. They are general and specific problems. The problems that investigated in this research were as follows:

a. General Problem:

How are the abilities to comprehend the main ideas of English reading texts of the second year students of MAN II Jember in the 2001/2002 academic year?

b. Specific problems:

1. How are the abilities to identify the explicit main ideas of English reading texts of the second year students of MAN II Jember in the 2001/2002 academic year?
2. How are the abilities to formulate the implicit main ideas of English reading texts of the second year students of MAN II Jember in the 2001/2002 academic year?

1.3 The Operational Definition

The variable that investigated in this research was the Students' abilities to comprehend the main ideas. These abilities deal with whether the students comprehend explicitly and implicitly what the reading text tells about. Their comprehension can be seen through the scores of reading comprehension test with the material of comprehending the main ideas stated both explicitly and implicitly.

1.4 The Objectives of the Research

In relation to the research problems, the objectives of this study are as follows:

a. The general objective:

To describe the abilities to comprehend the main ideas of English reading texts of the second year students of MAN II Jember in the 2001/2002 academic year

b. The specific objectives:

1. To describe the abilities to identify the explicit main ideas of English reading texts of the second year students of MAN II Jember in the 2001/2002 academic year
2. To describe the abilities to formulate the implicit main ideas of English reading texts of the second year students of MAN II Jember in the 2001/2002 academic year

1.5 The Significances of the Research

1.5.1 For the English Teacher

By knowing the description of the students' abilities in comprehending the main ideas, the English teacher may consider to develop the teaching of reading, especially dealing with comprehending the main ideas, for example by giving more exercises.

1.5.2 For Other Researchers

Hopefully, this study will be useful for other researchers in conducting a further research dealing with a similar topic using a different research design. For example, an action research for improving students' abilities in comprehending main ideas by giving exercises.

II. REVIEW OF THE RELATED LITERATURE

2.1 Reading Comprehension in Relation to Comprehending Main Ideas

Simanjuntak (1988:3) says that reading is the process of putting the reader in contact and communication with ideas. As a matter of fact, human beings perform the language acts, such as listening, speaking, reading and writing. Especially in an education culture, the students are expected to improve the reading activity and learn the printed material in order to gain the information and study needs. Reading, compared to other skills, is far more enjoyable when it is carried out efficiently and seriously. Then, students should be motivated to acquire this good habit. They should improve their reading skill to cover their needs for their studies.

Simanjuntak also explains that the first point to be made about reading is reading comprehension. In other words, reading activities are meaningless without comprehending the printed material itself (1988:4). The students with good comprehension will gain the information needed. It will be easier to engage with ideas. They will, in other words, understand ideas rather than just seeing the words. Vallate, in Kustaryo (1988:3) says that the ability to understand the target language greatly depends on *vocabulary proficiency and reading techniques*. These two elements of reading should be built up in order to develop their reading skill. Therefore, these two elements will affect the result of comprehending printed material.

Kustaryo (1988:5) says that skimming is one of reading techniques that is useful to be applied in reading activity. She defines that skimming is a technique used to look for the gist of what the author is saying without a lot of details (1988:147). It is also important to remember that skimming is a skill that requires concentration, a superior vocabulary and adequate comprehension skills. In addition, a certain amount of practice is necessary in order to skim and fulfill the students' reading tasks and other purposes. So, by learning to skim, the students may develop the skill in strengthening the comprehension of main ideas (Simanjuntak, 1988:55). This



statement is supported by Kustaryo (1988:13) who says that finding main ideas is one of the most important comprehension skills in reading. Also identifying the main idea of a paragraph is one of variety skills listed from Munby's Communicative Syllabus Design (Grellet, 1981:4).

From the statement above, it is clear that comprehending main ideas is a skill that plays an important role in reading comprehension and develop the overview of the reader to gain his purpose of reading.

2.2 The Position of the Main Ideas in English Reading Texts.

According to Cahyono (1997:37) reading text or the written form of English in general, is divided into paragraphs. A paragraph is a basic unit of composition in which a group related sentences develop one topic or one main idea. It is important to know that a paragraph discusses things related to the topic. A topic is a subject being discussed. Usually the topic is expressed by a noun; therefore, the noun is called the topic noun. While the main idea refers to a statement or sentence that summarizes a paragraph. then, main idea is a statement in the form of sentence. For example :

Gold is priced for two important characteristics. First of all, gold has beauty that is resistant to corrosion. Therefore it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. The other important characteristic of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial application. (From Oshima and Hogue, 1983:3)

The topic of the paragraph is *gold*. there will be too many things to put into a single paragraph if it is not limited. Therefore, the writer limits the topic sentence which is still general into characteristics of gold . Still, the characteristics are limited into two. Therefore the limiting statement of the topic sentence is *for two important characteristics*. Given this limitation readers are not supposed to expect that the writer will discuss something else, for example the price of gold, the history of gold, or gold mining in the single paragraph.

According to Cahyono (1997:37) the main idea of a paragraph contains information on what the paragraph is about. The main idea is usually directly stated by the author in one or more sentences within the paragraph. Raygor, in Cahyono(1997:37) states that the main idea refers to a statement that summarizes a paragraph. Wood (1991:125) says that most paragraphs usually contain several sentences. The topic sentence introduces the main idea of the paragraph. In other words, the main idea is the important idea that the authors develop through out the paragraph and the entire paragraph called supporting details will explain, develop and support the main idea itself.

The main ideas may be stated implicitly or explicitly in the reading texts, and sometimes it is very difficult for the students to identify the main ideas. Therefore, the students should pay attention to this division, namely explicit main idea and implicit main idea. The following part provides the discussion of each of these points.

2.2.1 Explicit Main Idea.

It is common that every paragraph has a main idea. McWorther (1986:121) says that the place of the main idea or topic sentence of the paragraph can be found at some places: at the beginning, in the middle or at the end of paragraph.

2.2.1.1 Main Idea at the Beginning of Paragraph.

Most main ideas of paragraph are placed at the beginning of paragraph or in the first sentence. In such a position, the author firstly states the idea and then explains it in supporting sentences or examples. The following is an example of this kind of main idea given by Raygor (1979:71)

Wind is the movement of air over the earth's surface. This movement is related to air pressure. Near the earth' surface the pressure is greater at the poles than at the equator. Away from the surface it is lower at the poles. Because of these pressure differences there is a constant flow air. This is the main cause of wind. Winds are also deflected by the rotation of the earth. This deflection is called Cariolis force.

In the paragraph above the author places the main idea in the first sentence as it appears in the italic, and the next sentences are supporting details that explain the main idea that is *Wind is the movement of air over the earth's surface.*

2.2.1.2 Main Idea at the End of Paragraph

If a reader does not find the topic sentence in the beginning, it is better directly read the last sentence of a paragraph. Because usually the author gives examples, reasons or explanations first, then concludes it in the last sentence as the main idea. The following example is taken from Oshima and Hogue (1983:7)

Albert Einstein, one of the world's geniuses, failed his university entrance examinations on his first attempt. William Faulkner, one of the America's noted writers, never finished college because he could not pass his English courses. Sir Winston Churchill, who is considered one of the masters of English language, had to special tutoring in English during elementary school. *These few examples show that failure in school does not always predict failure in life.*

2.2.1.3 Main Idea in the Middle of Paragraph.

If the main idea of a paragraph is placed neither in the beginning nor at the end, then, it generally appears somewhere in the middle of the paragraph. In this arrangement, sentences before the topic sentence lead up to or introduce the main idea. Also, the rest after the topic sentence usually explain or describe it. Example of this kind presented by Sherbourne (1982:77).

Certainly money should not be your chief aim in life. *But you should not despise it, for it can help you and your family obtain many of the good things of life.* It can buy an adequate diet, one of the bases of good health. When necessary, it can provide medicine and medical care. It can be the means for a comfortable house, for travel, for good books, and for hobbies and recreation. It can make it easier for your children to secure an education. Finally, it can offer a great opportunity for you the help others.

2.2.2 Implicit Main Idea

According to Wood (1986:90) sometimes the main idea is not stated. In this case, authors write between the lines. It means readers are required to understand the whole paragraph, and then they must read carefully. The sentences in the paragraph do not tell exactly what the main idea is. It can be inferred from the details given. In other words, the supporting details are given and readers are expected to express it for themselves. Following example is taken from Sherbourne (1982:79)

The 1950 Census Report tells us that in 1949, of all men 25 years and older, those who completed eight years of grade school received a median income of \$2533. Those with four years of high school received a median wage \$3285. Those who stuck out for years of college received a median wage of \$4407.

In this paragraph, the topic sentence is not stated, but it is implied that is *the longer one stays in school the more salary he is likely to receive*. This is then the topic sentence.

2.3 Reading Materials of the Second Year Students of SMU

The 1994 English Curriculum shows that the main aim of teaching reading at SMU is that the students are expected to comprehend English texts. Therefore, English teachers should prepare the course outline that supports this aim. Then, the Basic Course Outline for the English teaching of SMU (Garis-Garis Program Pengajaran) for the second year students offers various expected abilities for the reading skill, they are:

1. Getting specific information
2. Glancing through a text to preview the content
3. Getting the main idea that is explicitly stated
4. Grasping the main idea that is implicitly stated
5. Getting specific information that is explicitly stated
6. Grasping specific information that is implicitly stated

7. Trying to find the meaning of words, phrases and sentences based on the context
8. Getting the pleasure

(Depdikbud, 1995:35)

Those above activities contain the important outline for second year students of Senior High School.

2.4 Comprehending the Main Ideas Within English Reading Texts.

Tarigan (1994:9) states that one of the goals of reading activities is reading for main ideas. The readers have to find the information of the text relating to the content and understand it. Then, after reading the whole text, the reader can grasp what the text is telling about and such information needed.

According to Cahyono (1997:37) a paragraph has two major structural parts: a topic sentence and supporting sentences. The topic sentence contains the main idea of the paragraph. It consists of the topic of the paragraph and the limiting statement which limits the topic. Supporting sentences support and develop the topic sentence. They explain the topic sentence by giving reasons, examples, facts, statistics, etc. It is important to know that a paragraph discusses things related to the topic. Understanding what a paragraph is will lead to the understanding of the topic sentence and the main idea of a paragraph.

Raygor (in Cahyono, 1997:37) says that comprehending the main idea of a paragraph is one of comprehension skills in reading. Comprehension is a process of gaining and understanding the printed language. It is an active process in which each reader attempts to extract ideas, images, concepts and thoughts. Therefore, he can grasp the message which is conveyed by the authors. In order to understand the author's message which is presented in the printed page, the reader should understand the sentences and the content of paragraph that are being read. In other words, the reader may fail to comprehend a reading text if he cannot find and grasp the main idea of the text. Similarly, Cahyono (1997:30) states that the emphasis of reading activity is to guide the students to interact with the text which leads to facilitate

comprehension. This comprehension includes comprehension of the main idea as a part of paragraph.

Rivers (1987:76) says that teachers are suggested to check the students' comprehension after reading the texts. As a result, the students could do the following:

1. Identify main and subordinate ideas.
2. Summarize or retell parts of the text.
3. Discuss the author's intentions expressed in the passage.
4. Discuss view points represented by persons in the text and the cultural significance of those viewpoints
5. Discuss the temperament and character of persons in the text.
6. Discuss aspects of the content from the viewpoint of different persons in the text.
7. Conduct group discussion on the participant's awareness of the action and why the author chose to develop the content as he or she did.

Those above activities will show the students' comprehension about the texts, one of them is grasping main ideas. By grasping the main idea the teachers will know how far the students comprehend the passage that have been read.

2.5 Finding Main Ideas in Order to Comprehend English Reading Texts.

It has been stated before that reading comprehension is concerned with the ability to comprehend the main ideas of reading texts. Dealing with this, Cahyono (1997: 2) states that the purpose of reading activity is to grasp or catch the content or the idea of the passage. Furthermore, Wood (1996: 204) argues that finding and understanding the main idea is a major goal of reading process. Then, it can be assumed that finding the main idea is the key to comprehend the reading texts.

2.5.1 Some Ways to Find the Main Ideas.

There are some ways to find the main ideas:

a. Locating the topic.

In reading texts, the topic is generally easy to find, because it is the title of the material. Most titles tell what the text is about. For example, an article with the title “Albert Einstein, Scientist or Philosopher?” will be no doubt try to analyze Einstein’s contribution to the world and to determine if he is considered to be a philosopher, a scientist, or both. You must lock the title in your mind before you begin reading to establish some idea about what the material will cover (Sotiriou, 1984:33).

b. Paying attention to directions and signals.

Nurhadi (1989:72) says that there are several directions and signals, words or phrases that usually introduce main ideas. These words or phrases can be found in the beginning or last of paragraph. You should familiarize yourself with the following words and phrases that introduce the main ideas, for examples:

- Generally
- Above all
- Of great importance
- The main idea is...
- The main point is....
- The main feature is...
- The key point is...
- It can be concluded that...
- The most important thing is...
- It means...

c. Asking questions.

You may stop reading at the end of a paragraph or a material and ask your self, “What was most of this paragraph or section about?”. The answer to that question will help you find the main idea in that unit of material. (Wood, 1996:190).

Hancock, in Kustaryo (1988:13) also suggested asking the questions as follows:

1. What is the subject of the paragraph?

The subject of the paragraph or passage is what the paragraph tells about or topic being discussed. One helpful way to determine the exact subject would be to give a topic to the material we are reading. This is an essential step because we will be able to determine the main point after we know what the author is talking about.

2. What is the purpose of discussing the subject?

Usually, the purpose of writing paragraphs is to inform, discuss, define, explain, defend, and criticize the subject. By knowing the purpose of discussing the subject, the reader will have a point of the author's want.

3. What idea is the author trying to make us understand about the subject?

After we have determined the subject and the purpose then ask what the author wants us to know about the subject in relation to the purpose.

d. Locating the topic sentence.

A topic sentence introduces discussion that may go on for one or several paragraphs. The writers state the topic and an idea about the topic that gives the control and direction to the discussion. (Nurhadi, 1989: 69).

Another way to accustom the students' skill in comprehending main idea is by practice. This is important not only to master the skill of comprehending the main idea, but also to increase the speed of gaining knowledge and information that develops in today's life. This practice covers:

1. Practice to locate the main idea within paragraph.
2. Practice to formulate the main idea within paragraph.
3. Practice to grasp the content and intention of a paragraph.
4. Practice to find the main idea as quickly as possible.

(Nurhadi, 1989:72)

Furthermore, Sotiriou (1984:37) states that when there is no topic sentence that is directly stated, the reader must grasp the topic, decide what the author wants and infer the idea in their own words. Similarly, Wood (1996:193) also states that the readers may look for words or phrases and summarize those ideas. The readers may list the fact or details which are put together to determine the paragraph as one conclusion.

2.5.2 Three Common Mistakes in Finding the Main Idea

A reader might make three common mistakes in analyzing the main idea of a paragraph. Cahyono (1997:44) explains this statements clearly. First, a general notion of what the author is saying is gained without understanding the main point. The following paragraph is presented by Raygor (1979: 82)

It is estimated that in 1850 there were over a million and a half grizzly bears in the United States. By 1950 there were less than 500. The remaining grizzlies are concentrated in a few small areas, mostly in zoos and high in Rockies. Their number continues to decrease as the result of hunting, poisoning, destruction of their natural habitat, and competition with the human beings for foods and living space. It remains to be seen whether the grizzly bear will survive this attack or will extinct.

The reader may state the main idea as “ *the history and life of grizzly bear*”. This is too general because there are many things about the life and history of the grizzly bears that the author doesnot discuss in the paragraph.

Another mistake that may be made is the identification of a fact or single statement from the paragraph as the main idea. This mistake happens if the reader takes a small part of a passage as the main idea. The main idea of the above paragraph might be stated as “ *in 1850 there were over a million and a half grizzly bears in the United States* “. This is too specific and refers only to a part of what the author is trying to say.

The other mistake that may be made is the introduction of irrelevant ideas that the author never intends. This error often occurs when the reader is familiar with the

topic of a paragraph and reads things which fit the topic although the author never mentions them. For instance, the main idea might be stated as “ *Grizzly bears often attack human beings*”. This is irrelevant because the writer never mentions anything about grizzlies attacking human beings, and the idea has nothing to do with the main point of the passage.

In trying to catch the main idea of a paragraph, the reader may ask a question: “*What one summary statement could be made from the information contained by the topic sentence and main supporting details?*” For example, the one summary statement or the main idea of the paragraph “ *Grizzly bears in danger of extinction and there are fewer of them than there used to be* is made on the basis of information in the topic sentence in the last sentence. “ *It remains to be seen whether the grizzly bear will survive this attack or will extinct* “ and information in the main supporting details which provide statistics indicating the decreased number of grizzly bears and description about the causes of dangers of extinction.

2.6 Some Factors Affecting Comprehending Main Ideas

As mentioned before that comprehending main ideas has close relationship with comprehending the reading text. By knowing the topic sentence is telling about will lead up to comprehending the text as a whole. Then, Otto and Dixicle (1979:147-149) note two factors that affect reading comprehension are: the characteristics of the material and the characteristics of the reader.

- a. Characteristics of the material.
 1. The material which is extremely difficult for the student to comprehend. For example, the material conveying the philosophical concept is the barrier to comprehension.
 2. Specialized vocabulary which is not familiar to the students. The specialized vocabulary generally refers to specialized term in a certain field. For example, terms in a medical textbook will make the students elusive for the certain reader.

3. The material which puts special meaning forward can be considered as the barrier to comprehension. If the reader finds special meaning forward the reader fits his mental image, he will not get difficulty to comprehend the text. For example, an American reader would comprehend that the game is being played with a bat or some kind and a ball when he reads the passage about the game. It is because that he has known the special word meaning such as innings, bowling, pitch, over, and ship.
4. The material which involves complicated grammatical structure will also affect comprehension. The grammatical structure is considered as a difficult thing when a sentence applies many clauses and it is not divided into several sentences which are considered as less complex grammatical structure.

It is concluded that the characteristics of material being read can be the major block to comprehension. The concept, specialized vocabulary, special meaning for vocabulary, and unfamiliar syntactical structure can limit comprehension.

b. Characteristics of the reader.

1. The necessary background of the students. If the students have enough background of the material, they would not get difficulty in comprehending the material. The background may refer to the experience they take in daily life. For example, they who read the story describing a trip to a museum will really comprehend it, since they have ever taken an opportunity to go to the museum.
2. Decoding skill. This skill needs the readers' attention when he reads the printed material. Samuel (in Otto and Dixicle 1979:149) warns that if the reader has to use most of their available attention for the purpose of decoding, an insufficient quantity of attention will be left for processing the meaning of the passage.
3. The purpose of the reader sets for reading the passage. If the reader is attempting to get only a general idea of what the passage is about, comprehension of small details incidental to the main idea or topic will be low. On the other hand, if the reader is interested primarily in details, he may lose the overall theme of the

passage. If it is too often case, the reader's only purpose for reading a passage is to complete a class assignment, comprehension may be minimal, because no real focus has guided the reader.

4. The attitude the reader holds about reading itself. If reading is perceived as a chore and something to be done only under duress, comprehension will may suffer, because the reader's only purpose is to get done. In contrast, if reading is looked as an enjoyable experience as a way of gathering information, comprehension will likely be at high level, because the reader is interested in what being read and wants to read the material.

Therefore the teacher must consider the characteristics of the reader when assigning materials, if he really wants his readers to be able to comprehend them. (Otto and Dixicle, 1979:149-151).

2.7. Reading Comprehension for the SMU Students in Practice

Madrasah Aliyah (MA) as one of school grades in Indonesia is the same level with SMU. The difference is in the institution they are responsible on. Madrasah Aliyah is responsible on the Religion Department. This condition makes MA has different religious content in educating the students. MA also gives the Compulsory Subjects as SMU has, such as English. Teaching English for SMU and MA have not different at all. The Curriculum used is the same as SMU do, as mentioned before in part 2.3.

III. RESEARCH METHODS

3.1 Research Design

This research was intended to describe the second year student's abilities to comprehend the main ideas of English reading texts at MAN II Jember in the 2001/2002 academic year. In line with this purpose, the appropriate design was descriptive. According to Arikunto (1998:245), the characteristics of a descriptive research are: 1) it does not need an administration of controlling the treatment, 2) It does not need to prove the hypothesis, but it describes everything that occurred in the real condition, 3) it describes the content of the problem.

The procedures of the design were as follows:

1. Determining the data resources (the respondents by proportional random sampling).
2. Constructing the research instrument (Reading Test).
3. Collecting the primary data by giving reading test to the respondents.
4. Analyzing the collected primary data.
5. Drawing the conclusion to answer the research problems statistically in the percentage.
6. Writing the research report.

3.2 Research Area

Arikunto (1998:113) says that purposive method is a method based on a certain purpose and reason. In this research, purposive method was used to determine the research area.

This research was conducted at MAN II Jember. The consideration of choosing MAN II Jember was due to some technical reasons such as time, energy, field work permission and fund. It was also based on the consideration that the data needed can be obtained at this school.



3.3 Research Respondents

Respondents are the persons who give responses or answers to the questions given by the researcher, either orally or writtenly. The respondents can be taken by sample or population (Arikunto,1998:120). The population of this research was all the second year students of MAN II Jember in the 2001/2002 academic year. The number of the population was about 295 students who were divided into 7 classes.

Arikunto (1998:120) says that the whole population can be taken as respondents if they are less than 100 persons, if they are more than 100 persons, it is allowed to take 10% - 15% or 20% - 25% of the whole population as the respondent. In this research, 10% of the population was taken as the respondents by using proportional random sampling with lottery. The respondents were taken after the seven classes were known homogeneous. This was done by analyzing their English scores of cawu II by using ANOVA formula. The result showed that the population was homogeneous. Then, the respondents were taken 10 % of the population. The number of the respondents was 30 students taken proportionally from those seven classes.

3.4 Data Collection Methods

3.4.1 Documentation

Documents were used to get the supporting data about the second year students' English scores of cawu II, the names of respondent, the school facilities and the personnel of the school.

3.4.2 Interview

Arikunto (1998:145) states that interview is 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 books used in English teaching, the students' ability in finding main ideas so far and students' problem in finding the main ideas 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 MAN II Jember.

3.4.3 Test

Arikunto (1998:139) explains that test is a set of questions, exercises or other means which were used to measure skill, knowledge, intelligence, ability or talent of individuals or groups. In this research, test was applied to measure the students' abilities to identify and formulate main ideas in English reading texts.

The test was objective in the form of multiple choice. It consisted of 30 items, in which each correct item number 1-20 was scored 2,5 points and each correct item number 21-30 was scored 5 points to get the total score of 100. This kind of test was used by considering that it can test a lot of materials in short time, (Ali, 1987:101-102). In addition, it was easier to score and create likely higher test reliability. Hughes (1989:59) states that the most obvious advantage of multiple choice is that scoring can be perfectly reliable. The test consisted of eleven texts. The number of questions in every text was various, that was one text might have four questions. Questions number 1-20 measured explicit main ideas, while questions number 21-30 measured implicit main ideas. For the items of explicit main ideas, there are 13 numbers that belonged to the main ideas placed at the beginning, 5 numbers in the middle and 2 numbers at the last of paragraphs.

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

can 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 as well. Therefore, the reliability of the test was not established.

3.5 Data Analysis

The data obtained should be analyzed in order to get the conclusion of the research. The data can be analyzed by using statistical or nonstatistical method (Arikunto, 1998:245). In this research, the data were quantitative in the form of the students' scores of comprehending main ideas. The data were analyzed statistically in the form of the percentage by using the following formula:

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

Notes:

Σ : The percentage of the students' abilities to comprehend the main ideas of reading texts.

n : The students' obtained scores

N : The total score of the test items

(Adapted from Ali, 1987:186)

After analyzing the scores obtained by the students by using the formula above, the results were classified based on the following table.

Table 1. Classification of the Score Levels.

Score	Category
96% - 100%	Excellent
86% - 95%	Very good
76% - 85%	Good
66% - 75%	More than enough
56% - 65%	Enough
46% - 55%	Poor

36% - 45%	Very poor
26% - 35%	Bad
< 25%	Very bad

(Adapted from *Depdikbud*, 1999: 85)

The steps in analyzing data were as follows:

1. Scoring the results of the Reading Test.
2. Analyzing the scores obtained by students by using the formula above.
3. Classifying the students' scores based on the classification levels of the score in the table above.

IV. RESULTS AND DATA ANALYSIS

4.1 The Results of Supporting Data.

The supporting data were obtained from documentation and interview.

4.1.1 The Result of Documentation.

Documentation was applied to get the data about the students' English scores of cawu II, the names of respondents, school facilities and the personnel of MAN II Jember.

The students' English scores of cawu II were analyzed by applying ANOVA formula to know the homogeneity of the population. The following ANOVA formula was used.

$$F = \frac{MKa}{MKd}$$

Notes:

F = Total variance estimate

MKa = Variance estimate between groups

MKd = Variance estimate within groups

(Buttler, 1989:129)

The detailed analysis about the homogeneity test can be seen on Appendix 5. The following table is the results of ANOVA analysis.

Table 2. The result of ANOVA Analysis

Source of variation	JK	df	MK	F-test	F-Crit 5%
Between groups	49,2284	6	8,20473	0,6602	2,09
Within groups	3578,853	288	12,4265		
Total	3628,0814	295			

Notes:

JK : Sum Squares

df : Degree of freedom

MK : Mean Squares

The analysis showed that the F-test result was 0,6602 whereas the F table with significance level of 5% and dfb of 6 and dfw of 288 showed 2,09. Therefore, the result of the F-test was less than that of the F table. This means that there was no significant difference of the English abilities among the seven classes of the second year students of MAN II Jember in the 2001/2002 academic year. So, the population was homogeneous. Therefore, sampling method can be assigned to the population.

It has been mentioned that proportional random sampling was applied to determine the research respondents. By using the lottery, it was found 30 students taken as the respondents. The names of the respondents can be seen on Appendix 6.

There are some facilities at MAN II Jember. The detailed information about the facilities can be seen on Appendix 7

To develop the teaching learning process, MAN II Jember has a number of human resources. It has 46 teachers and 12 administration staff. Most of the teachers, or 95 % of them, are university graduates. So, they have enough competency in their own fields. The detailed information about the personnel can be seen on Appendix 8.

4.1.2 The Result of Interview

The interview was conducted on the 20th of April, 2002. It was used guided interview. According to the English teacher it was revealed that there are compulsory and additional books have been used in English teaching and learning process. The compulsory book was English for Senior High School by Ali Saukah and Arwijati Wahyudi from Depdikbud, while additional books were those published by Intan Pariwara and Tiga Serangkai. He also explained that the students' abilities in comprehending the main idea was relatively low so far. The teacher rarely gave the exercises about implicit main ideas, because the implicit main ideas rarely stated in

the book used. In addition. Generally, their problem was in comprehending the passage. They also lacked of vocabulary. In line with this, the teacher advised the students to read English texts a lot to enrich their vocabulary in order to support their comprehension of texts.

4.2 The Result of Main Data

The main data of this research were collected by conducting the Reading Comprehension Test on the material of comprehending the main ideas. It was administered on the 22nd of April, 2002. The result of the test were presented in the following table.

Table 3. The Students' Scores in Reading Comprehension Test

Number	The Students' Scores of Each Indicator	
	Explicit Main Ideas	Implicit Main Ideas
1.	40	30
2.	37,5	15
3.	45	20
4.	35	30
5.	37,5	30
6.	40	25
7.	42,5	30
8.	35	30
9.	35	25
10.	47,5	25
11.	42,5	25
12.	47,5	35
13.	42,5	30
14.	47,5	25
15.	35	25
16.	30	20
17.	45	25
18.	30	20
19.	30	20
20.	32,5	35

21.	32,5	25
22.	30	20
23.	25	10
24.	25	20
25.	30	25
26.	35	30
27.	25	15
28.	20	15
29.	30	15
30.	35	15
Total	1065	710

To make it clear, the total score of each indicator obtained by the students is summarized in the following table.

Table 4. The Scores of Each Indicator

No	Indicators	Total Scores
1.	Explicit Main Ideas	1065
2.	Implicit Main Ideas	710
Total Scores		1775

4.3 Data Analysis

After getting the main data concerning with the students' score in Reading Comprehension Test, the data were analyzed in the following two sections.

a. The Analysis of the General Problem.

Table 4 tells that the total scores of all indicators obtained by the students was 1775, while, the maximum score of the test items was 3000 ($30 \times 100 = 3000$). Then, the students' scores were analyzed quantitatively by applying the following formula.

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

$$\sum = \frac{1775}{3000} \times 100\%$$

$$\sum = 59,16\%$$

Following the calculation above, the students' mean score of Reading Comprehension concerning with comprehending main ideas was 59,16%. After being consulted to the classification table of the students' score level on page 20, the students' abilities in comprehending the main ideas belonged to the category of *enough* because it was in the range of 56% - 65%.

b. The Analysis of the Specific Problems.

It has been stated in Chapter III that the number of the test items for comprehending explicit main ideas was 20 items, and for comprehending the implicit main ideas was 10 items. The maximum score for each indicator was 50. If all of the students could do all the test items of each indicator, the number of the whole scores was $50 \times 30 = 1500$. Therefore, the calculation of each indicator was as follow.

a. Explicit Main Ideas

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

$$\sum = \frac{1065}{1500} \times 100\%$$

$$\sum = 71\%$$

b. Implicit Main Ideas

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

$$\sum = \frac{710}{1500} \times 100\%$$

$$\sum = 47,33\%$$

The results of the calculation above could be seen more clearly in the following table.

Table 5. The Mean Scores of the Students' Abilities of Each Indicator

No	Indicators	Mean (%)
1.	Explicit Main Ideas	71%
2.	Implicit Main Ideas	47,33%

Based on the table above, the following interpretation can be drawn. Firstly, after the result was consulted to the classification table, the percentage of the students' mean score of comprehending Explicit Main Ideas was *more than enough* because it was in the range of 66% - 75%. Secondly, the percentage of the students' mean score of comprehending Implicit Main Ideas was 47,33% or in the category of *poor* because it was in the range of 46 - 55% (*Depdikbud*, 1999:85). The following table shows the students' abilities in comprehending the main ideas and the category for each indicator.

Table 6. The Mean Scores of the Students' Abilities in Comprehending the Main Ideas and the Category for Each Indicator

No	Indicators	Percentage	Grade of Score	Category
1.	Explicit Main Ideas	71%	66 - 75%	More than enough
2.	Implicit Main Ideas	47,33%	46 - 55%	Poor

4.4 Discussion

As mentioned before in the data analysis, on the average, the students' abilities in comprehending main ideas were *enough* (M:59,16%). The students' enough abilities in comprehending main ideas might be affected by enough frequency of giving tasks and exercises concerning with comprehending main ideas. Almost every Reading Comprehension task given by the teacher included exercises concerning with comprehending main ideas. In addition, the students as readers had enough background because they had been familiar with the themes of reading texts given in the test. Furthermore, the students had the certain purpose in doing test. The condition above was relevant to Otto (1979: 147-149) who says that if the students have enough background when they read the material, they will not get difficulty in comprehending the material. He also explained that if the reader is attempting to get only a general idea of what the passage is about, comprehension of detail incidental to the main idea or topic will be low. In other words, if the readers have a purpose just to grasp the main idea, they will only focus on grasping the main ideas itself. This condition will give a better result because their points were not spreaded out to other details.

Based on the results of data analysis, on the average, the students' abilities in comprehending the implicit main ideas was higher (M: 71%) than that of implicit main ideas (M: 47,33%). It might be affected by the teacher who rarely gave the task concerning with the implicit main ideas. Almost every task given concerning with comprehending main ideas were dominated by comprehending the explicit ones. It was because the exercises of implicit main ideas were rarely found on the textbook the teacher used. Furthermore, comprehending the implicit main ideas need a deeper concentration and carefulness in the process of reading texts.

V. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

5.1.1 General Conclusion

- On the average, the second year student's abilities to comprehend the main ideas at MAN II Jember were in the enough category (M:59,16%).

5.1.2 Specific Conclusions

- On the average, the second year student's abilities to identify the explicit main ideas at MAN II Jember were in the more than enough category (M:71%).
- On the average, the second year student's abilities to formulate the implicit main ideas at MAN II Jember were in the poor category (M:47,33%).

5.2 Suggestions

Based on the above research results, some suggestions are proposed:

- The English teacher should help the students to improve their abilities to comprehend the main ideas of English reading texts by giving more exercises in order to help them in comprehending a reading passage.
- This research can be used for the other researchers as the basis to conduct a further research in Reading Comprehension, such as the experimental research to improve the students' abilities to formulate the implicit main ideas.



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RESEARCH MATRIK

Title	Problems	Variable	Indicators	Data Resources	Research Methods
<p>Descriptive Study of the abilities to Comprehend the Main Ideas of English Reading Texts of the second year students of MAN II Jember in the 2001/2002 Academic Year</p>	<p>General Problem : How are the abilities to comprehend the main ideas of English reading texts of the second year students of MAN II Jember in the 2001/2002 academic year?</p> <p>Specific Problems :</p> <ol style="list-style-type: none"> How are the abilities to identify explicit main ideas of English reading texts of the second year students of MAN II Jember in the 2001/2002 academic year? How are the abilities to formulate implicit main ideas of English reading texts of the second year students of MAN II Jember in the 2001/2002 academic year? 	<p>Abilities to comprehend the main Ideas of English reading texts</p>	<ol style="list-style-type: none"> Explicit main ideas Implicit main ideas 	<ol style="list-style-type: none"> Respondents : The second year students of MAN II Jember in the 2001/2002 Academic Year Informant: The English teacher Documents 	<ol style="list-style-type: none"> Research design : Descriptive Research Area : Purposive Respondents: Proportional random sampling by lottery Data collection : <ul style="list-style-type: none"> Documents Interview Test Data Analysis: $\Sigma = \frac{n}{N} \times 100\%$ Notes : Σ = The students' abilities in comprehending the main ideas n = The students' obtained scores N = The total score of the test items. (Adapted from Ali, 1987:186)

Appendix 2

THE GUIDE OF INTERVIEW AND DOCUMENTATION

A. INTERVIEW GUIDE

No	Questions	Data Resource
1.	What books do you use in teaching English to the second year students?	The English Teacher of the second year students
2.	How are the students' abilities in comprehending the main idea so far?	
3.	What problems do the students commonly have in comprehending the main ideas?	
4.	How do you overcome the students' problems in comprehending the main ideas?	

B. DOCUMENTATION GUIDE

No	Supporting Data Taken	Data Resource
1.	The English scores of population	Documents
2.	The names of respondents	
3.	The school facilities	
4.	The personnel of MAN II Jember in the 2001/2002 academic year	

Reading Comprehension Test

Class : II
Time : 90 minutes

DOHKAH KAPAM
Q LULUS!!!!!!

Instruction :

1. Write your name and class number (Tulis nama dan no. absen)
2. Read the text carefully and choose the best answer to the following questions (Bacalah wacana di bawah ini dengan teliti dan pilihlah jawaban yang paling benar)

Text 1

Computers are helpful in many ways. First, they are fast. They can work with information much more quickly than a person. Second, computers can work with lots information at the same time. Third, they can keep information for a long time. They do not forget things the way people do. Also computers are almost correct. They are not perfect, of course, but they usually do not make mistakes.

It is important to know something about computers. They are a number of ways to learn. Some companies have computer classes at work. Also most universities offer day and night courses in computer science. Another way to learn is from book. There are many books about computers in bookstores and libraries. Or, you can learn from a friend. After a few practice, you too can work with computers. You may not be an expert, but you can have fun.

Today, computers companies sell many different programs for computers. First, there are programs for doing math problems. Second, there are programs for scientific studies. Third, some programs are like fancy typewriters. They are often used by writers and business people. Other programs are made for courses in schools and universities. And finally, there are programs for fun. There includes word games and puzzles for children and adults.

Computers language can be funny at times. For example, we say computers have a 'memory'. We know they do not really remember or think. But we still say 'memory'. Also, on many computer programs there is a menu. Of course, we are not talking about restaurant or food. This is a different kind of menu. Another funny example is the 'mouse' in some computers. It is hard not to think about a real mouse when you hear the word. But do not worry, there are no little gray animals in the machine.

(Taken from: English for SMU 2 B)

1. The main idea of the first paragraph is.....
 - a. The advantages of computer
 - b. Computers never make mistakes
 - c. Computers are helpful in many ways.
 - d. Computers are almost always correct.
2. The main idea of the second paragraph is.....
 - a. The computer's programs
 - b. Computer is important
 - c. There are a number of ways to learn computers
 - d. It is important to know about computer

3. Which paragraph has the main idea “ Many programs are in computers” ?
 - a. First paragraph
 - b. Second paragraph
 - c. Third paragraph
 - d. Fourth paragraph
4. Computer language can be funny at times (paragraph 4) is.....
 - a. Topic
 - b. Supporting details
 - c. Main idea
 - d. not the main idea.

Text 2

Education is not just going to school. It is a life long learning that takes place as you deal with experiences of all kinds, make decisions, form opinions, and develop relationships with others. Education begins long before you start school. Everyone receives some kind of education just by learning from life. "Schooling", or the instruction of learning that takes place in a series of schools over a period of years, is usually called "formal education".

Education in ancient times was centred around home. A boy simply learned to do exactly the same work as his father. He learned by watching his father and other men. A girl learned all necessary skills she would need as an adult from her mother and the other women in the family. In stone times, children learned only the task needed for providing food, clothing, and shelter.

Methods for writing were first invented in Sumer, Babylonia, and Egypt. The first schools were founded to teach boys how to become writers. Egyptian students learned to copy passages from literature on paper called papyrus. Boys in Babylonia learned to write by pressing a wedge-shaped stick into a wet clay tablet. The tablets dried and hardened. Many tablets have been found with this form of writing, called cuniform. Both Egyptian and Babylonia priests gave more advanced training in professions such as medicine, architecture, or the priesthood. All education was practical.

(Taken from PR Bahasa Inggris 2b)

5. The main idea of the first paragraph is.....
 - a. Education is not just going to school.
 - b. Education is a life long learning dealing with experience of all kinds.
 - c. School in a period of years is usually called “ formal education”.
 - d. Education begins long before you start schools.
6. The main idea of the second paragraph is.....
 - a. Education in ancient times was centred around home.
 - b. A boy simply learned the same work as his father.
 - c. A girl learned all necessary skills from her mother.
 - d. In Stone age Times, children learn only the tasks needed for providing food, clothing and shelter.
7. The main idea of the last paragraph is.....
 - a. Methods for writing were first invented in Sumer, Babylonia and Egypt.
 - b. The first schools were founded to teach boys how to become writers.
 - c. Egyptian and Babylonia priests give more advanced training such as medicine, architecture or the priesthood.
 - d. All education was practical.

Text 3

Museum are places where collections of objects are preserved and displayed. The objects may be anything found in nature or made by people. There are museums devoted to art, science, history, industry, and technology.

But museums are no longer just storehouses for collections. Today nearly all museums, large or small, carry on educational programs. Museums offer guided tours, lectures, films, music recitals, art lessons and other attractions. They organize field trips and clubs. They publish pamphlets, guides, and catalogs to help visitors gain a better understanding of the collections. They carry on research programs, the result of which are published so that many people can benefit from them. Many large museums have extensive libraries open to qualified researchers. Often, museums collect more objects than they have room to display. The best are chosen for exhibition, and the rest are kept in a study collection. These study collections can be used by students, researchers and scholars.

Museums work constantly to improve their collections and ways of displaying them. All museums share a common aim- to attract visitors and help them understand and enjoy the collections. Museums are always on the watch for new additions to their collections. Works of art are brought from art dealers and private collectors or at auction sales. Museums also accept gifts and bequests, but the large museums no longer accept everything that is offered to them. They accept only objects or collections that meet high standards.

Museums often arrange loan exhibitions of important works from private owners, art dealers, and other museums. In this way, famous works of art may be viewed by people who otherwise might never have had the chance to see them. Several important exhibitions have traveled from their home countries in recent years. Among these are collections of ancient Chinese tomb treasures, art from the buried city of Pompeii, artifacts from the tomb of the Egyptians pharaoh Tutankhamen, and art treasures of the Vatican. Modern shipping methods assure that such priceless treasures can be transported safely.

Almost all the museums in Europe are supported by national or city government. In the United States, the Smithsonian Institution museums are the most important museums that receive support from the federal government. Some of the united States museums are run by the states and some by private groups or colleges. But most museums are supported in part by the cities in which they are located. Additional money is raised through membership dues and private gifts.

(Taken from PR Bahasa Inggris 2b)

8. The main idea of the first paragraph is

 - a. Museum are places where collections of objects are preserved and displayed.
 - b. The objects may be anything found in nature or made by people
 - c. There are museums devoted to art, science, history, technology, etc.
 - d. The aim of museums is to make visitors understand and enjoy the collections.

9. The main idea of the second paragraph is.....

 - a. Museums are no longer just storehouses for collections
 - b. Museums carry on educational program
 - c. Museums collect more than they have room to display
 - d. Study collections can be used by students, researchers and scholars.

10. The main idea of the third paragraph is
- Museums work constantly to improve their collections and ways of displaying them.
 - The aim of museum is to attract visitors and help them understand and enjoy the collections.
 - The collections are brought from art dealers and private collectors or auction sales.
 - Museums accepts only objects or collections that meet their high standards
11. The main idea of the fourth paragraph is....
- Museums often arrange loan exhibition of important work from private owners, art dealers and other museums.
 - Several important exhibitions have traveled from their home countries in recent years.
 - Famous works of art may be viewed by people who otherwise might never have had the chance to see them.
 - Modern shipping methods assure that such priceless treasures can be transported safely.
12. What is the main idea of the last paragraph?
- Almost all the museums in Europe are supported by national or city government
 - The Smithsonian Institution museums are the most important museums that receive support from the federal government.
 - Most museums are supported in part by the cities in which they are located.
 - Additional money is raised through membership dues and private gifts.
13. The main idea of the last paragraph is
- located in the first sentence.
 - located in the second sentence.
 - located in the fourth sentence.
 - located in the last sentence.

Text 4

A reporter of a private radio presents his report about the campaign. He tells the audience exactly what he sees and hears on the spot. The radio is as the medium. The audience enjoys his report. They feel as if they saw and heard themselves.

(Taken from PR Bahasa Inggris 2b)

14. The main idea of the paragraph above is....
- A reporter of a private radio presents his report as if they saw and heard themselves.
 - He tells the audience exactly what he sees and hears on the spot
 - The radio is as the medium
 - They feel as if they saw and heard themselves.

Text 5

Establishing a family is by no means an easy task. It is a secret task, at least from religious point of view. After marriage, they have to try to maintain their love,

and take care of their children. From the educational point of view, a family is the main foundation of child education because in the family children learn and enjoy the profound meaning of love for the first time. They learn how to talk, how to behave and how to love others.

A child learns to love to other people by first loving family-brothers, sisters, and parents. What the family does will stick in his mind forever. Later, when the person has grown up, he will surely do the same as was experienced in the family. One's personality gradually formed by the family. Whether one will have good personality and habits or not depends mainly on the family in which he is brought up.

A broken family will never be able to give love and care for their children. A child brought up in a broken family will never realized and appreciate the meaning of love since that child never learns it in the family. The only things learned from the family will be violence, quarrelling, and tears, the things which happen almost everyday. Gradually, one becomes accustomed to this and adopts it as part of life. Having seen friends whose families are in harmony and full of love, this child may ask why his family cannot provide such price thing. This innocent victim is longing for the love and tenderness he has never gotten and this eventually results in frustration and deep dissatisfaction with ones family.

But a child cannot do any thing to change the situation. Later, when he is old enough to earn a living, he will leave the family as quickly as possible without any regret.

(Taken from: New Standard English for SMU)

15. The main idea of the first paragraph is...
 - a. It is a secret task to establish a family
 - b. a family is the main foundation of child education
 - c. children learn and enjoy the profound meaning of love for the first time
 - d. They learn how to talk, how to behave and how to love others.

16. The main idea of the second paragraph is...
 - a. A child learns to love to other people by first loving family-brothers, sisters, and parents.
 - b. Learning to love other people is started by loving the members of family
 - c. when the person has grown up, he will surely do the same as was experienced in the family
 - d. later they will know how expensive the price of harmony and love.

17. The main idea of the third paragraph is...
 - a. A broken family will never be able to give love and care for their children
 - b. A child brought up in a broken family will never realized and appreciate the meaning of love since that child never learns it in the family.
 - c. Things can be found in a broken family are violence, quarelling and tears.
 - d. A child becomes accustomed to this and adopts it as part of life

18. The main idea of the last paragraph is...
 - a. a child cannot do any thing to change the situation.
 - b. A child will leave the family
 - c. later they will know how expensive the price of harmony and love.
 - d. Dissatisfaction makes a child leaves the family without any regret

Text 6

Unemployment is a state of being out of work. Lots of students who have passed the final examination cannot continue their studies. Some of them have failed in the entrance examination to state universities. They go town or city to make a fortune. Some get jobs but some do not. They are unemployed. The number of jobs decreases. Business is slow and job are scarce. Most of them are not skilled laborers. Skilled laborers get more chance to get the job than unskilled laborers. Unemployment is increasing in cities and towns.

(Taken from: New Standard English for SMU)

19. The main idea of paragraph above is
- Unemployment is a state of being out of work
 - Lots of students who have passed the final examination cannot continue their studies
 - They go town or city to make a fortune.
 - Unemployment is increasing in cities and towns

Text 7

In line with the guidelines of the State policy, the development of social welfare is aimed at improving social welfare services, so that the citizens have to be aware, be responsible and be able to take part actively in the development. The social welfare services are dealt particularly with those who are less fortunate in order to better their life standard in keeping with the dignity and prestige, becoming self-reliant and productive, and taking an active part in development endeavors.

All inhabitants' role in the development especially women's has been given high priority. In development activity, woman have the same right, duties and opportunities as those of men. They also a very important role in the family guidance and education because they will directly influence in bringing up the younger generation and family welfare.

(Taken from: English for SMU students 2 B)

20. The main idea of the first paragraph is.....
- The development of social welfare's goal is to improve social welfare services.
 - How to be better life.
 - The average of Indonesian citizen' life.
 - The citizens who are keeping with dignity and prestige.
21. What does the main idea of the second paragraph ?
- All inhabitants' role in the development especially women's has been given high priority
 - The women will directly influence in bringing up the younger generation and family welfare.
 - The Womens' role in the development of social welfare
 - The women have a very important role in the family

Text 8

Of all the European nations, it was England that furnished the largest number of early settlers in the American colonies, and it was from English life, institutions, and historical experience that the basic institutions of American life were derived. The civilization established in the thirteen colonies either was English from the beginning or was to receive before the close of the seventeenth century of strong English flavor. Further, for over 150 years, the portion of colonial America from which the United States later developed was part of the British Empire. These colonies were, because of this association, deeply influenced by developments that occurred in what was still the motherland.

(Taken from: Reading for The Main Idea, 1979)

22. Which of the following is the main idea ?
- The English people, customs, and way of life had a dominant influence on colonial America.
 - Most early settler in the American colonies were English
 - English influence in America has all but vanished in the past 150 years.
 - The portion of colonial America from which the United state later developed was part of the British empire.
23. The main idea of the paragraph above is
- located in the first sentence.
 - located in the third sentence.
 - located in the fourth sentence.
 - unstated.
24. Queen Elizabeth I ruled England during the American colonization is.....
- | | |
|---------------------|------------------|
| a. Topic | c. Main idea |
| b. Suporting detail | d. not main idea |

Text 9

Dylan had nothing musical to offer the Beatles. But lyrics are the essence of folk music, and Dylan could write lyrics. Like the Rolling Stones, he was angry; but far from being detached, he wrote songs about human feelings. 'Blowin in the wind', 'It is a Hard Rain ', and 'It's All right Ma', are antiwar songs dealing with oppression, atomic holocaust, senseless killing, and wasted human life. Dylan was personal, something pop music had never been before. Lennon and McCartney (the main beatle song writes) were affected. 'yesterday', is their lament about the difficulties of love between people.

(Taken from: Reading for The Main Idea, 1979)

25. Bob Dylan was heavily influenced by the Beatles is
- | | |
|---------------------|------------------|
| a. Topic | c. Main idea |
| b. Suporting detail | d. not main idea |
26. The Beatles were influenced by Bob Dylan, who wrote excellence lyrics, and pop music became personal for the first Time is
- | | |
|---------------------|------------------|
| a. Topic | c. Main idea |
| b. Suporting detail | d. not main idea |

Text 10

Leonardo Da Vinci was a scientist, inventor, architect, painter, sculptor, author, bridge builder, costume designer, and musician - among other things. He was born at Vinci, near Florence in Italy, in 1452. Even as a child he had the habit of applying his scientific curiosity to art. Once a peasant asked the talented boy to paint a dragon on his shield. Leonardo captured some lizard, crickets, grasshoppers, snakes, and bats and studied them in his room. Then he combined parts from each and contrived the most horrifying dragon imaginable.

Leonardo was trained in Florence. It is said that his skills were so great that his teacher became ashamed of his own work and gave up painting for good. For 18 years Leonardo lived at the court of the Duke of Milan, where he applied all of his talents. He even found time to discover the human circulatory system (the veins and arteries through which blood passed)

(From: English for SMU 2)

27. What does the main idea of the first paragraph ?
- Leonardo is a scientist, inventor architect etc.
 - Leonardo applied all of his talents at the Duke of Milan
 - The life of Leonardo
 - Leonardo captured some lizard, crickets, grasshoppers, etc in his room
28. The main idea of the first paragraph is
- located in the first sentence.
 - located in the third sentence.
 - located in the fourth sentence.
 - unstated.
29. The main idea of the second paragraph is.....
- The abilities of Leonardo
 - Leonardo is talented boy
 - Leonardo gave up painting for good
 - Leonardo was trained in Florence.

Text 11

He was greatly surprised to look at footprints in the soft moon sand. He was so pleased with the new experience that he almost forgot his task of collecting a small sample of lunar soil, and had to be reminded about it. He collected the sample and put it into a pocket on the left leg of his suit. If he had to leave the moon earlier than planned, this sample would be the only lunar soil that he brought back to earth. Taking a long look at the view around him, he said, " It is different, but its pretty out here". Now he was safe on the moon. In twenty minutes his friends Edwin Aldrin would come out of the eagle and join him.

30. The main idea of paragraph above is
- Experience on the moon.
 - Story of the first man in the moon.
 - The story of the condition of the moon
 - Some rocks from the moon

Appendix 4

The Answer Key

1. C
2. C
3. C
4. C
5. B.
6. A
7. A
8. A
9. B
10. B
11. A
12. A
13. A
14. A
15. A
16. B
17. C
18. D
19. A
20. A
21. C
22. A
23. D
24. D
25. D
26. C
27. C
28. D
29. A
30. B

The Anova Analysis of Homogeneity Test

No	x1	x2	x3	x4	x5	x6	x7	x1 ²	x2 ²	x3 ²	x4 ²	x5 ²	x6 ²	x7 ²	Ex T _h	Ex ² T _h
1	54	60	50	50	60	53	52	2916	3600	2500	2500	3600	2809	2704	379	20629
2	52	60	56	60	62	52	60	2704	3600	3136	3600	3844	2704	3600	402	23188
3	52	50	56	56	62	54	61	2704	2500	3136	3136	3844	2916	3721	391	21957
4	60	60	54	53	54	55	50	3600	3600	2916	2809	2916	3025	2500	386	21366
5	48	54	52	53	52	53	52	2304	2916	2704	2809	2704	2809	2704	364	18950
6	54	52	50	55	52	52	51	2916	2704	2500	3025	2704	2704	2601	366	19154
7	56	58	52	52	58	52	60	3136	3364	2704	2704	3364	2704	3600	388	21576
8	56	60	58	55	50	50	60	3136	3600	3364	3025	2500	2500	3600	389	21725
9	48	60	50	50	50	56	50	2304	3600	2500	2500	2500	3136	2500	364	19040
10	58	54	52	52	50	50	60	3364	2916	2704	2704	2500	2500	3600	376	20288
11	58	54	54	54	52	55	55	3364	2916	2916	2916	2704	3025	3025	382	20866
12	52	53	60	57	54	50	51	2704	2809	3600	3249	2916	2500	2601	377	20379
13	60	60	52	54	56	50	52	3600	3600	2704	2916	3136	2500	2704	384	21160
14	50	50	54	52	50	54	53	2500	2500	2916	2704	2500	2916	2809	363	18845
15	58	60	54	52	54	53	53	3364	3600	2916	2704	2916	2809	2809	384	21118
16	50	50	54	60	56	52	51	2500	2500	2916	3600	3136	2704	2601	373	19957
17	61	54	56	52	50	53	54	3721	2916	3136	2704	2500	2809	2916	380	20702
18	56	55	60	53	56	53	56	3136	3025	3600	2809	3136	2809	3136	389	21651
19	58	52	54	52	50	54	54	3364	2704	2916	2704	2500	2916	2916	374	20020
20	60	50	51	52	50	53	54	3600	2500	2601	2704	2500	2809	2916	370	19630
21	50	53	54	55	52	53	54	2500	2809	2916	3025	2704	2809	2916	371	19679
22	56	50	58	52	52	56	54	3136	2500	3364	2704	2704	3136	2916	378	20460
23	54	52	62	53	56	56	52	2916	2704	3844	2809	3136	3136	2704	385	21249
24	42	51	50	54	50	53	55	1764	2601	2500	2916	2500	2809	3025	355	18115
25	56	52	62	54	52	56	56	3136	2704	3844	2916	2704	3136	3136	388	21576
26	50	64	50	53	56	52	52	2500	4096	2500	2809	3136	2704	2704	377	20449
27	52	52	52	50	52	56	54	2704	2704	2704	2500	2704	3136	2916	368	19368
28	50	52	53	55	53	52	52	2500	2704	2809	3025	2809	2704	2704	367	19255
29	50	56	54	54	52	55	55	2500	3136	2916	2916	2704	3025	3025	376	20222
30	52	54	52	52	50	52	54	2704	2916	2704	2704	2500	2704	2916	366	19148
31	56	54	62	54	50	55	53	3136	2916	3844	2916	2500	3025	2809	384	21146

32	56	56	54	54	54	54	54	51	3136	3136	2916	2916	2916	2500	2916	2601	375	20121
33	50	51	50	54	50	52	53	53	2500	2601	2500	2916	2916	2500	2704	2809	360	18530
34	50	52	50	52	62	53	52	52	2500	2704	2500	2704	2704	3844	2809	2704	371	19765
35	58	62	52	54	60	54	53	53	3364	3844	2704	2916	2916	3600	2809	2809	393	22153
36	54	52	56	52	52	54	56	56	2916	2704	3136	2704	2916	2704	3136	376		20216
37	50	48	53		54	53	54	54	2500	2304	2809			2916	2916	312		16254
38	58	50	56		54	56	53	53	3364	2500	3136			2916	2809	327		17861
39	54	50	52		52	57	50	50	2916	2500	2704			2704	2500	315		16573
40	56	56	60		54	57	53	53	3136	3136	3600			2916	2809	336		18846
41	62	66	60			58	55	55	3844	4356	3600				3025	301		18189
42	50	58				60	53	53	2500	3364					2809	221		12273
43	60	50				57			3600	2500						167		9349
44	60					59			3600							119		7081
45	56					60			3136							116		6736
46						64										64		4096
47						58										58		3364
48						57										57		3249
Total	2443	2347	2231	1926	2141	2613	2263	2263	133445	128909	121935	103218	115121	142635	122261	15964	867524	867524

15964

867524

$$\begin{aligned}
 1. \quad JKt &= \sum x^2T - \frac{(\sum xT)^2}{N} \\
 &= 867524 - \frac{(15964)^2}{295} \\
 &= 3628,0814
 \end{aligned}$$

$$\begin{aligned}
 2. \quad JKa &= \frac{(\sum x_1)^2}{n} + \frac{(\sum x_2)^2}{n} + \frac{(\sum x_3)^2}{n} + \frac{(\sum x_4)^2}{n} + \frac{(\sum x_5)^2}{n} + \frac{(\sum x_6)^2}{n} + \frac{(\sum x_7)^2}{n} - \frac{(\sum xT)^2}{N} \\
 &= \frac{2443^2}{45} + \frac{2347^2}{43} + \frac{2231^2}{41} + \frac{1926^2}{36} + \frac{2141^2}{40} + \frac{2613^2}{48} + \frac{2263^2}{42} - \frac{15964^2}{295} \\
 &= 863945,147 - 863895,9186 \\
 &= 49,2284
 \end{aligned}$$

$$\begin{aligned}
 3. \quad JKd &= JKt - JKa \\
 &= 3628,0814 - 49,2284 \\
 &= 3578,853
 \end{aligned}$$

$$\begin{aligned}
 4. \quad MKa &= \frac{JKa}{K - 1} \\
 &= \frac{49,2284}{7 - 1} \\
 &= 8,20473
 \end{aligned}$$

$$\begin{aligned}
 MKd &= \frac{JKd}{N - K} \\
 &= \frac{3578,853}{295 - 7} \\
 &= 12,4265
 \end{aligned}$$

$$\begin{aligned}
 5. \quad dfb &= K - 1 \\
 &= 7 - 1 \\
 &= 6
 \end{aligned}$$

$$\begin{aligned}
 dfw &= N - K \\
 &= 295 - 7 \\
 &= 288
 \end{aligned}$$

$$\begin{aligned}
 6. \quad F &= \frac{MKa}{MKd} \\
 &= \frac{8,20473}{12,4265} \\
 &= 0,6602
 \end{aligned}$$

Notes:

- JKt = Total sum of squares
- Jka = Sum of squares between groups
- JKd = Sum of squares within groups
- MKa = Variance estimate between groups
- MKd = Variance estimate within groups
- dfb = Degree of freedom between groups
- dfw = Degree of freedom within groups
- F = Total variance estimate
- K = Number of groups
- N = Total respondents
- n = Number of respondent every class

Appendix 6

THE NAMES OF RESPONDENT

No	Name	Class
1.	Agus Widodo	II.1
2.	Ahmad Halimi	II.1
3.	Indah Lestari	II.1
4.	Saiful Bahri	II.1
5.	Sri Widari	II.1
6.	Ika Meiyanti	II.2
7.	Ina Rahmawati	II.2
8.	Moh. Irwan Subri	II.2
9.	Ratna Agustiningrum	II.2
10.	Didik Suhartoyo	II.3
11.	Elok Faeko	II.3
12.	Moh. Isbullah Huda	II.3
13.	Muh. Iqbal Tigor	II.3
14.	Elok Faiqotul Hikmah	II.4
15.	Lilis Megawati	II.4
16.	Mustofa Helmi	II.4
17.	Nur Janah	II.4
18.	Amir Hasan	II.5
19.	Kurniawan Hidayat	II.5
20.	Mariana	II.5
21.	Sugianto	II.5
22.	Moh. Nasir	II.6
23.	Mulyono	II.6
24.	Nur Imamah	II.6
25.	Siti Kholifah	II.6
26.	Slamet Widoyo	II.6
27.	Atik Wiwin Purniati	II.7
28.	Binti Faiqotul Mubarakah	II.7
29.	Slamet Hendrianto	II.7
30.	Surai'ja P	II.7

Appendix 7

THE FACILITIES OF MAN II JEMBER

No	Facility	Total
1.	Laboratory	3
2.	Mosque	1
3.	Aula	1
4.	Room	41
5.	Library	1
6.	House	8
7.	Lodging House	2
8.	School Shop	1

Appendix 8

THE PERSONNEL OF MAN II JEMBER IN THE 2001/2002 ACADEMIC YEAR

No	Name	Job Description
1.	Drs. Ashadi	Principal
2.	Drs. Imam Hadjali SH.	Indonesian Teacher
3.	Drs. A. Fadlilah	Arabic Teacher
4.	Drs. Musthofa	Qur'an Hadist Teacher
5.	Hj. Siti Atiqoh S.Pd.	Fiqh Teacher
6.	Drs. Ali Muhtar	Economic Teacher
7.	Hasan Basri	Geographic Teacher
8.	Drs. Ali Fauzi	Qur'an Hadist Teacher
9.	Drs. Moh Junaidi	Mathematic Teacher
10.	Slamet Sair BA.	Islamic History Teacher
11.	Drs. Syamsul Ma'arif	Chemistry Teacher
12.	Drs. Joko Suroso	Physic Teacher
13.	Dra. Kodariah Mardiana	English Teacher
14.	Drs. Anwaruddin	Mathematic Teacher
15.	Drs. Juni Hermawati	Biology Teacher
16.	Drs. Muh. Saiful Bahri	Art Teacher
17.	Samsuri S.Pd.	Physic Teacher
18.	Khoiri S.Pd.	English Teacher
19.	Dra. Dwiasih Heniastuti	Mathematic Teacher
20.	Drs. Suharno	Chemistry Teacher
21.	Drs. Ahmad Hariadi	Mathematic Teacher
22.	Ahmad Sutijoso S.Pd.	English Teacher
23.	Drs. Imam Nawawi	Biology Teacher
24.	Enike Kusumawati S.Pd.	Physic Teacher
25.	Moh. Ulum SH.	Antropology Teacher
26.	Purnamawati SE.	Economic Teacher
27.	Ida Ariani S.Pd	Economic Teacher
28.	Fatimah S.Pd.	Indonesian Teacher
29.	Tien Luthfia S.Pd.	PPKN Teacher
30.	Sukoyo S.Pd.	Sport Teacher
31.	Khotimatul Barriyah S.Ag.	Aqidah Teacher
32.	Ade Sa'diyah S.Pd.	Sociology Teacher
33.	Drs. Asrori	PPKN Teacher
34.	Muh. Khoirul Anam S.E.	Economic Teacher
35.	Moh. Sholeh S.Pd.	Indonesian Teacher

36.	Evi Yuliana SE.	Economic Teacher
37.	Siti Rofiah S.Pd.	Indonesian Teacher
38.	Drs. Abd. Aziz Muslim	History Teacher
39.	Dyana Sumiyanto S.Pd.	Sociology Teacher
40.	Moh. Holili SS. M.Sc.	Arabic Teacher
41.	Ahmad MS S.Ag.	Aqidah Teacher
42.	Munadiroh S.Pd.	Biology Teacher
43.	Luqmanul Hakim S.Ag.	Arabic Teacher
44.	Ahmadi Wijaya S.Pd.	Sport Teacher
45.	Ika Iffah Ilmiah S.Pd.	Chemistry Teacher
46.	Aman Bahtiar S.Pd.	English Teacher
47.	Drs. Siswanto Amin	Chief of Administration
48.	Suwartini	Administration Staff
49.	Diah Suparmiati	Administration Staff
50.	Mudjinem	Administration Staff
51.	Nur Hidayat	Administration Staff
52.	Hariato SH.	Administration Staff
53.	Budi Setiawan	Administration Staff
54.	Siti Munawaroh	Administration Staff
55.	Dra. Ika Andriati	Administration Staff
56.	R e p ø n	Administration Staff
57.	Misbahul Munir	Administration Staff
58.	Moh. Toha	Administration Staff
59.	Slamet Riyadi	Night Keeper
60.	Asmani	Gardener
61.	Ratmadi	Administration Staff



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 : 1096 /J25.1.5/PL5/2002

Jember, 07 MAY 2002

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala

Madrasah Aliyah Negeri II Jember

di -

T e m p a t

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

Nama : Iuthfi Mawaddah

Nim : 970210401169

Jurusan/Program : PBS/Pend. Bhs. Inggris

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

A Descriptive Study of the Abilities to Comprehend
the Main Ideas of English Reading Texts of the Second
Year Students of MAN II Jember in the 2001/2002
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,

Das. HMISNO AL, M.Pd
 NIP. 130 937 191



**DEPARTEMEN AGAMA
MADRASAH ALIYAH NEGERI 2 JEMBER**

Jl. Manggar No, 72 485255 Jember

SURAT- KETERANGAN

No. MA.m.47/PP.00.10/ 204 /2002

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Negeri 2 Jember menerangkan dengan sebenarnya bahwa :

Nama : LUTHIFI MAWADDAH
NIM : 970210401169
Tempat/Tgl. Lahir : Jember, 22 Agustus 1977
Program : PBS/Pend. Bhs Inggris
Fakultas : Keguruan dan Ilmu Pendidikan Unej Jember
Alamat : Dsn. Gondang Rejo – Cakru - Kencong Jember

Yang bersangkutan telah selesai mengadakan penelitian di MAN 2 Jember pada 20 April sampai dengan 05 Juni 2002 dengan judul : "A DESCRIPTIVE STUDY OF THE ABILITIES TO COMPREHEND THE MAIN IDEAS OF ENGLISH READING TEXTS OF THE SECOND YEAR STUDENTS OF MAN 2 JEMBER IN THE 2001/2002 ACADEMIC YEAR"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 05 Juni 2002

KEPALA



DR. H. ASHADI
150 153 892

LAMPIRAN : VIII

db dan MK PEM-BAGI	db dari MK Pembilang											
	1	2	3	4	5	6	8	12				
2 1%	98,49	99,00	99,17	99,25	99,30	99,33	99,36	99,42				
2 5%	18,51	19,00	19,16	19,25	19,30	19,33	19,37	19,41				
3 1%	34,12	30,81	29,46	28,71	28,24	27,91	27,49	27,05				
3 5%	10,13	9,55	9,28	9,12	9,01	8,94	8,84	8,74				
4 1%	21,20	18,00	16,69	15,98	15,52	15,21	14,80	14,37				
4 5%	7,71	6,94	6,59	6,39	6,26	6,16	6,04	5,91				
5 1%	16,26	13,27	12,06	11,39	10,97	10,67	10,29	9,89				
5 5%	6,61	5,79	5,41	5,19	5,05	4,95	4,82	4,68				
6 1%	13,74	10,92	9,78	9,15	8,75	8,47	8,10	7,72				
6 5%	5,99	5,14	4,76	4,53	4,39	4,28	4,15	4,00				
7 1%	12,25	9,55	8,45	7,85	7,46	7,19	6,84	6,47				
7 5%	5,39	4,74	4,35	4,12	3,97	3,87	3,73	3,57				
8 1%	11,26	8,65	7,59	7,01	6,63	6,37	6,03	5,67				
8 5%	5,32	4,46	4,07	3,84	3,69	3,58	3,44	3,28				
9 1%	10,56	8,02	6,99	6,42	6,06	5,80	5,47	5,11				
9 5%	5,12	4,26	3,86	3,63	3,48	3,37	3,23	3,07				
10 1%	10,04	7,56	6,55	5,99	5,64	5,39	5,06	4,71				
10 5%	4,96	4,10	3,71	3,48	3,33	3,22	3,07	2,91				
11 1%	9,65	7,20	6,22	5,67	5,32	5,07	4,74	4,40				
11 5%	4,84	3,98	3,59	3,36	3,20	3,09	2,95	2,79				
12 1%	9,33	6,93	5,95	5,41	5,06	4,82	4,50	4,16				
12 5%	4,75	3,88	3,49	3,26	3,11	3,00	2,85	2,69				
13 1%	9,07	6,70	5,74	5,20	4,86	4,62	4,30	3,96				
13 5%	4,67	3,80	3,41	3,18	3,02	2,92	2,77	2,60				
14 1%	8,86	6,51	5,56	5,03	4,69	4,46	4,14	3,80				
14 5%	4,60	3,74	3,34	3,11	2,96	2,85	2,70	2,53				
15 1%	8,68	6,36	5,42	4,89	4,56	4,32	4,00	3,67				
15 5%	4,54	3,68	3,29	3,06	2,90	2,79	2,64	2,48				
16 1%	8,53	6,23	5,29	4,77	4,44	4,20	3,89	3,55				
16 5%	4,49	3,63	3,24	3,01	2,85	2,74	2,59	2,42				
17 1%	8,40	6,11	5,18	4,67	4,34	4,10	3,79	3,45				
17 5%	4,45	3,59	3,20	2,96	2,81	2,70	2,55	2,38				
18 1%	8,28	6,01	5,09	4,58	4,25	4,01	3,71	3,37				
18 5%	4,41	3,55	3,16	2,93	2,77	2,66	2,51	2,34				
19 1%	8,18	5,93	5,01	4,50	4,17	3,94	3,63	3,30				
19 5%	4,38	3,52	3,13	2,90	2,74	2,63	2,48	2,31				



	1	2	3	4	5	6	8	12
20 1%	8,10	5,85	4,94	4,43	4,10	3,87	3,56	3,23
20 5%	4,35	3,49	3,10	2,87	2,71	2,60	2,45	2,28
21 1%	8,02	5,78	4,87	4,37	4,04	3,81	3,51	3,17
21 5%	4,32	3,47	3,07	2,84	2,68	2,57	2,42	2,25
22 1%	7,94	5,72	4,82	4,31	3,99	3,75	3,45	3,12
22 5%	4,30	3,44	3,05	2,82	2,66	2,55	2,40	2,23
23 1%	7,88	5,66	4,76	4,26	3,94	3,71	3,41	3,07
23 5%	4,28	3,42	3,03	2,80	2,64	2,53	2,38	2,20
24 1%	7,82	5,61	4,72	4,22	3,90	3,67	3,36	3,03
24 5%	4,26	3,40	3,01	2,78	2,62	2,51	2,36	2,18
25 1%	7,77	5,57	4,68	4,18	3,86	3,63	3,32	2,99
25 5%	4,24	3,38	2,99	2,76	2,60	2,49	2,34	2,16
26 1%	7,72	5,53	4,64	4,14	3,82	3,59	3,29	2,96
26 5%	4,22	3,37	2,98	2,74	2,59	2,47	2,32	2,15
27 1%	7,68	5,49	4,60	4,11	3,78	3,56	3,26	2,93
27 5%	4,21	3,25	2,96	2,73	2,57	2,46	2,30	2,13
28 1%	7,64	5,45	4,57	4,07	3,75	3,53	3,23	2,90
28 5%	4,20	3,34	2,95	2,71	2,56	2,44	2,29	2,12
29 1%	7,60	5,42	4,54	4,04	3,73	3,50	3,20	2,87
29 5%	4,18	3,33	2,93	2,70	2,54	2,43	2,26	2,10
30 1%	7,56	5,39	4,51	4,02	3,70	3,47	3,17	2,84
30 5%	4,17	3,32	2,92	2,69	2,53	2,42	2,27	2,09
40 1%	7,31	5,18	4,31	3,83	3,51	3,29	2,99	2,66
40 5%	4,08	3,23	2,84	2,61	2,45	2,34	2,18	2,00
60 1%	7,08	4,98	4,13	3,65	3,34	3,12	2,82	2,50
60 5%	4,00	3,15	2,76	2,52	2,37	2,25	2,10	1,92
120 1%	6,85	4,79	3,95	3,48	3,17	2,96	2,66	2,34
120 5%	3,92	3,07	2,68	2,45	2,29	2,17	2,02	1,83
1% (unlabeled)	6,64	4,60	3,78	3,32	3,02	2,80	2,51	2,18
5% (unlabeled)	0,34	2,99	2,60	2,37	2,21	2,09	1,94	1,75