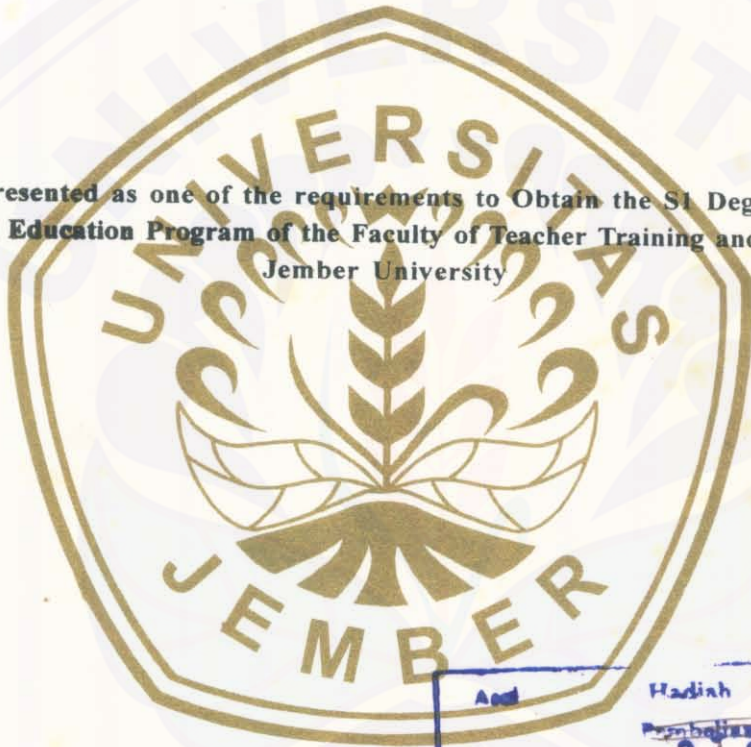


**A DESCRIPTIVE STUDY OF THE DIFFICULTIES  
IN COMPREHENDING PARAGRAPH OF THE SECOND  
YEAR STUDENTS OF SLTP 3 JEMBER IN THE  
2002/2003 ACADEMIC YEAR**

**THESIS**



Presented as one of the requirements to Obtain the S1 Degree  
at English Education Program of the Faculty of Teacher Training and Education  
Jember University



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By :

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SEPTEMBER 2002**

*This thesis is honorably dedicated to*

*My beloved father Chamdi Isnain and mother Sofiatun who always  
pray, support and love me*

*My older sister Anik Yusefa and her husband, and also my older  
brother Roni Wibowo and his wife, keep on struggling to the way  
you had chosen!*

*My sweet little niece Raudhiyah Nur Salsabillah who always makes  
me laugh*

*and,*

*My great affectioned Wahyudi Prihantoro who accepts me  
completely the way who I am. You know how big you mean to me.*

*My almamater. To which I had learned many things.*

**CONSULTANTS' APPROVAL**

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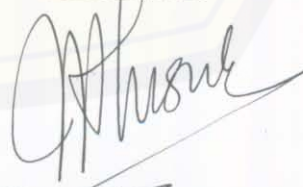
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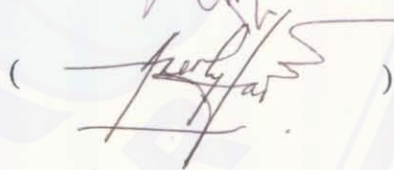
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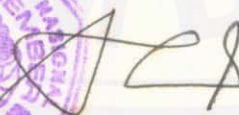
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I realize that the writing of this report is far from perfect. Therefore, the constructive criticism is expected from the readers for the sake of its improvement. Further, I hope that this thesis is useful for the readers, especially for the writer herself.

Jember, September 2002

The writer

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ABSTRACT

**Heni Farida Ulfa Sandi. 2002. A Descriptive Study of the Difficulties in Comprehending Paragraph of the Second Year Students of SLTP 3 Jember in the 2002/2003 Academic Year.**

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

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Comprehending paragraph was one of the reading skills, but not all students were able to comprehend it well. They still found difficulties in comprehending paragraph. This research was intended to know how far is the second year students' difficulties in comprehending paragraph in SLTP 3 Jember in the 2002/2003 academic year. To gain the data, test, interview, and documentation were used. A reading test in the form of paragraph comprehension test was administrated to get the primary data; while interview and documentation methods were used to get the supporting data. The population was the second year students of SLTP 3 Jember consisting of five classes. One class was taken by lottery as the respondents after having homogeneity test, and another class were taken as the tried out class. The result of homogeneity test showed that there was no significant difference of the English ability among the five classes of the second year students of SLTP 3 Jember in the 2002/2003 Academic Year while the result of the tried out showed that the score of  $r_{11}$  was more than the score of product moment table ( $0,843 > 0,294$ ). It means that the instrument of the test was reliable. Meanwhile, the collected primary data were analysis quantitatively by using the percentage formula. Then, the result of the data analysis was described to answer the research problem. The research results showed that on the average, the second year students' difficulties in comprehending paragraph was 30,22% or belong to High category. Specifically, the result showed that the second year students' difficulties in comprehending topic of the paragraph was 34,2% or in High category, main ideas of the paragraph was 31,1% or in High category, and supporting details of the paragraph was 28,6% or in High category. It showed that the students have high difficulties in comprehending paragraph. Based on the finding, the English teacher is suggested to give more portions of exercises in the aspects of comprehending paragraph such as giving some copies about simple paragraph with interesting topic.

Key Words: Difficulties in Comprehending Paragraph



## I. INTRODUCTION

In this chapter, some aspects underpinning the topic under study will be provided. These include the background of the study, the research problems, the operational definitions of the variable, the objective and the significance of the study. They will be presented respectively.

### 1.1 Background of the Study

As the first foreign language, English has been taught in Indonesia for a long time. It is a compulsory subject for junior and senior high schools. The teaching of English itself involves four skills; namely listening, speaking, reading and writing (Heaton, 1989:8). Meanwhile, Alexander (1990:viii) states that students must be trained adequately in all basic language skills: listening, speaking, reading, and writing as these skills cannot be separated. In The Basic Course Outline (GBPP) of 1994 English Curriculum for SLTP, it is stated that the ultimate aim of teaching English at junior high school is that students have ability to read, listen, speak and write. All the skills are presented integratively, but the main focus of teaching is reading skill (Depdikbud, 1995:1).

In connection with reading activity, Harris and Smith (1972:8) state that hopefully the reader receives what is intended by the writer. Further, Wood (1996:186) reveals that when someone is reading, he or she expects to find what he or she is looking for on the printed page. In this case, a reader expects every unit of information, whether it is a sentence, a paragraph, a section or even a whole chapter. Furthermore, he or she expects to be able to tell the differences between the general information, or topic, and the specific information or main ideas and the supporting details. Of the same idea, Cahyono (1997:2) states that the purpose of reading activity is to grasp or catch the content or idea of the passage. It means that reading comprehension is not only to read a text or a book but also to grasp the content or the message of the text itself. All learners should comprehend what they have read, because reading without comprehension means nothing. Simanjuntak says that students of English as a foreign language tend to

focus on the word rather than on entire text (1988:9). The result is that, they will read slowly and find difficulties in comprehending the text.

It is known that comprehending the whole text means knowing what the text is all about. Before comprehending the whole text a reader should comprehend the smaller parts of the text first, which are called paragraphs (Wood, 1991:125). Even though a paragraph is a small part, it does not mean that it is easy to be comprehended. Simanjuntak (1988:9) says that some readers still find difficulties in comprehending it. Some thoughts arise when your students read in English; do they really comprehend what they read? In other words, do they have good reading comprehension? This question shows up because usually after reading a text or paragraph, they will soon forget what they have read.

According to Simanjuntak (1988:101), a paragraph has three essential parts. They are 1) topic; 2) main idea and 3) supporting details. To read a paragraph efficiently, a reader needs to become familiar with each parts of paragraph and be able to comprehend and identify them. In other words, in comprehending paragraph well, readers need to have skills to find topic, main idea, and supporting details. Without being concerned with those three aspects, they will not know the content of the text well. They will get nothing and it can be predicted that they encounter some difficulties in comprehending the paragraph.

As previously stated, comprehending paragraph will certainly face some difficulties. The difficulties are that readers do not know what the entire paragraph tells about. It can be said that they do not know what the paragraph is about; they do not understand each of the sentences and what they are saying. Dealing with this, Cahyono (1997:2) claims that in fact, not all students are able to catch the content of the text well. To solve those kinds of problems students need to; (1) know what the paragraph is about, (2) understand each of the sentences and what they are saying, and (3) understand the main point of the paragraph (Mc. Worther, 1989:101). It means that students need to know the topic, understand the supporting details, and understand the main idea of the paragraph.

Relevant to the idea, Norris (1971:7) states that comprehending paragraph is one of the reading skills. It must be taught at junior high schools through

reading materials. As what The Basic Course Outline (GBPP) of 1994 English Curriculum for SLTP states that in reading skill students have to read the text in not more than 100 words with the abilities such as: finding certain information, finding the implicit main point, finding the explicit main point, etc. Dealing with this, comprehending paragraph is also applied at SLTP 3 Jember, but students' still face difficulties in comprehending the topic, the main idea and the supporting details of the paragraph. It can be known from the English teacher's information at a preliminary study, which was done before.

Based on the explanation described above, "A Descriptive Study of The Difficulties in Comprehending Paragraph of The Second Year Students of SLTP 3 Jember in the 2002/2003 Academic Year" is chosen as the title of this research.

## **1.2 Research Problems**

Based on the background above, the problem will be formulated as follows.

### **1.2.1 The General Research Problem**

How far is the second year students' difficulties in comprehending paragraph at SLTP 3 Jember in the 2002/2003 academic year?

### **1.2.2 The Specific Research Problems**

1. How far is the second year students' difficulties in identifying the topic of paragraph at SLTP 3 Jember in the 2002/2003 academic year?
2. How far is the second year students' difficulties in identifying the main idea of paragraph at SLTP 3 Jember in the 2002/2003 academic year?
3. How far is the second year students' difficulties in identifying supporting details of the paragraph at SLTP 3 Jember in the 2002/2003 academic year?

### **1.3 Operational Definition of the variables**

The Operational Definition of the variables are given to the following terms; difficulties, comprehending paragraph, identifying topic, main idea, and supporting details. The explanations are as follow.

#### **1.3.1 Difficulties**

Difficulties as stated by Neufeldt (1996:631) are fact or quality of being difficult. In this research, the difficulties refer to the difficulties in comprehending paragraph including the difficulties in identifying topic, main idea, and supporting details.

#### **1.3.2 Comprehending Paragraph**

Comprehending paragraph is the act or power of understanding or grasping paragraph by using mind. It includes how to identify topic, main idea, and supporting details.

#### **1.3.3 Identifying Topic**

Identifying topic is the way to find out the subject talks in a paragraph.

#### **1.3.4 Identifying Main Idea**

Identifying Main Idea is the way to find out the most important and general idea discussed in a paragraph.

#### **1.3.5 Identifying Supporting Details**

Identifying Supporting Details is the way to find out the specific information that support or back up the main idea of a paragraph.

### **1.4 Objectives of the Study**

The objectives of the study include General objective and specific objectives. The explanations are as follow.

#### **1.4.1 General Objective**

To describe the second year students' difficulties in comprehending paragraph at SLTP 3 Jember in the 2002/2003 academic year.

#### **1.4.2 Specific Objectives**

- a. To describe the second year students' difficulties in identifying the topic of paragraph at SLTP 3 Jember in the 2002/2003 academic year.
- b. To describe the second year students' difficulties in identifying the main idea of paragraph at SLTP 3 Jember in the 2002/2003 academic year.
- c. To describe the second year students' difficulties in identifying supporting details of paragraph at SLTP 3 Jember in the 2002/2003 academic year.

#### **1.5 Significance of the Study**

It is greatly hoped that the results of the research will give positive significance to the following people.

##### **1.5.1 For English Teachers**

The result will be useful for the English teacher as information to know the students difficulties in comprehending paragraph especially about identifying topic, main idea, and supporting details of the paragraph.

##### **1.5.2 For Other Researchers**

The results of the research will hopefully become reference for further research in the similar topic. For example, a classroom action research about the students' difficulties on Reading Comprehension.





## II. REVIEW OF RELATED LITERATURE

This chapter presents the previous research and the basic theory includes the way to comprehend paragraphs and also the difficulties in comprehending paragraph which are covering comprehending the topics, the main idea, and the supporting details of paragraph. Those topics will be presented respectively.

### 2.1 Previous Research

There was a research about difficulties in comprehending paragraph conducted by Wahyuni (1998). The topics she discussed were the difficulties in comprehending topics, main ideas and supporting details of the paragraphs. Meanwhile, the second year students of MAN I Jember in the academic year 1998/1999 was chosen as the subject of the research. The sample taken was 104 students out of 585 populations. The result of the research showed that the difficulties in comprehending paragraph of the second year students of MAN I Jember in the academic year 1998/1999 were 41,11% or in the category of High. Further, the result of each indicators showed that the students' difficulties in identifying topic was 66,67% or in High category, main idea was 59,94% or in High category, supporting details were 34,26% or in High category. Based on that, it can be known that the second year students of MAN I Jember in the academic year 1998/1989 was still have high difficulties in comprehending paragraph.

### 2.2 Basic Theory

This sub title presents the review of related literature in comprehending paragraph includes identifying topic, main idea, and supporting details. They will be presented as follow.

#### 2.2.1 Comprehending Paragraph

Comprehending paragraph is one of the steps to comprehend reading texts (Simanjuntak, 1988:24). It is important in all reading and it becomes absolutely essential for pupil's satisfactory understanding as he or she advances into more extensive reading of the content subjects (Tinker and Mc. Cullough, 1975:210). It

means that comprehending paragraph is the important thing in reading and it becomes a way to comprehend reading texts.

Meanwhile, before comprehending the whole text it is better for the readers to understand the small parts first, which are called paragraph (Wood, 1991:125). In order to be able to comprehend a paragraph, Tinker and Mc. Cullough (1975:210) state that comprehending paragraph requires comprehension of its sentences as well as an understanding of the relationships between the sentences, which are essential for grasping the larger meaning of the paragraph. Furthermore, Mc. Whorter (1989:101) explains that the first thing to do in comprehending paragraph is to know what the paragraph tells about. Then, readers have to understand each of the sentences and also understand the relationship between sentences. Finally, they have to consider the points of the paragraph. All of those steps are very important for the readers to understand reading texts and, therefore, they should comprehend them well.

In order to apply all the steps above, there are three essential parts on paragraph, namely; topic, main idea, and details (Simanjuntak, 1988:101). The description is as follows.

#### **2.2.1.1 Identifying Topic**

Topic is a part of the paragraph, which plays an important role in helping readers understand what writer wants to say. Mc. Whorter (1989:104) states that topic is the one thing a paragraph is about. It means that every sentence in a paragraph in some way discusses or explains the topic.

Topic is also subject of the entire paragraph. Dealing with this, Wong (1999:366) states that topic is the subject of the paragraph and it also answers the question, "What is this paragraph about?" Similarly, Smalley and Ruetten (1986:3) say that a topic is basically the subject of the paragraph and it is what the paragraph is about in general.

Meanwhile, Mc. Whorter (1989:101) also states that in comprehending a paragraph readers should know or find the topic or the main thought of paragraph. The following is an example.

**Gold** is prized 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 applications.

(Oshima and Hogue in Cahyono, 1997:38)

From the paragraph above, the topic of the paragraph is **gold**. It can be identified from the whole paragraph of what it is talking about. It also can be identified from the words that are used for several times: gold. Then, often the repeated use of a word can serve as a clue to the topic.

Finally, it can be stated that in identifying topic reader does not have to think deeply because it is easy to be identified. However, the students should know the important thing that is there is only one topic in one paragraph and it is always mentioned on the paragraph.

### 2.2.1.2 Identifying Main Ideas

The main idea of a paragraph is the most important idea; it is the idea that the whole paragraph explains or supports. Moreover, the main idea is the most important thing the author wants us to know about the topic and it refers to a statement, which summarizes a paragraph (Raygon in Cahyono, 1997:43). It is also simply the topic sentence but it includes the ideas in the topic sentence as well as the idea in the supporting sentences.

Meanwhile, the main idea is usually directly stated on the topic sentence. Concerning this, Cahyono (1997:37) said that topic sentence contains the main idea of the paragraph. It means that there is a main idea in topic sentence and both of them are stated in one paragraph. In different statement, Gorrell and Laird (1964:27) state that the main idea of a paragraph is usually stated in what is called topic sentence. Although paragraph is sometimes successfully written without an expressed topic sentence, the standard paragraph almost always turns about a topic sentence.

The main idea may be stated implicitly or explicitly in the reading texts (Mc. Whorter, 1989:106). The implicit main idea means 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. The following is an example.

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.

(Wiener and Bazerman, 1985:50)

In the above paragraph, the main idea is not stated, but it is implied that is "*the longer one stays in school the more salary he is likely to received*". This is then the main idea.

The explicit main idea means the main idea is stated. The reader can refer to the three positions within a paragraph where the main idea usually stated. First, it stated in the beginning; second, it stated in the middle; and third, it also stated at the end of the paragraph. Sometimes, however, it stated in the first and the last sentence (Mc. Whorter, 1989:108).

(1) Main idea at the beginning of the paragraph.

Most often the main idea is placed first in the paragraph. In this type of paragraph, the author first states his or her main point and then explains it. The following is an example.

As the sun went down, *the scene from the bridge was beautiful*. It had been a perfect day. Up and down on either side of New York the bright blue water lay gently rippling, while to the south it merged into the bay and disappeared toward the sea. The vast cities spread away on both sides. Beyond rolled the hilly country until it was lost in the mists of the sky. All up and down the harbor the shipping, piers, and buildings were still gaily decorated. On the housetops of both Brooklyn and New York were multitudes of people.

(David McCullough in Wiener and Bazerman, 1985:48)

Although the above paragraph contains a lot of information, the main idea is "*the scene from the bridge was beautiful*". All sentences in the paragraph illustrate that idea by providing many details. However, if the readers do not pay attention on the paragraph they cannot find it correctly.

(2) Main idea in the middle of the paragraph.

If it is placed neither first nor last, then the topic sentence appears somewhere in the middle of the paragraph. In arrangement, the sentences before the topic sentence let up to or introduce the main idea while the sentences after the main idea explain or describe it. The following is an example.

There are 74.5 million television sets in United States, at least one set for 98 percent of all American homes. Forty-eight percents of all U.S. homes have more than one set, and some families even have a set of every person in the house. Yet, *despite the fact that the number of TV sets in the United States has virtually reached a saturation point, the amount of time spent watching television has declined steadily since 1976*. Explanations vary from the increasingly poor quality of network shows to the rising popularity of home video equipment, but the fact remains that we are owning more sets but enjoying them less.

(Wiener and Bazerman, 1985:48)

In the paragraph above, the main idea is *“despite the fact that the number of sets in the United States has virtually reached a saturation point, the amount of time spent watching television has declined steadily since 1976”*.

In this paragraph, the writer begins with the fact about TV sets in United States. He or she then states his or her main point and continues with explanation that illustrates the results of poor quality of network.

(3) Main idea at the end of the paragraph.

The third most likely placed for a main idea to appear is last in the paragraph. The following is an example.

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

(Mc. Whorter, 1989:108)

The main idea in the paragraph is that *“there is much dissatisfaction in many marriages”*. All the sentences in the paragraph support that idea with details. By stating the main idea at the end, the author summarizes the point of the paragraph.

(4) Main idea in the first and the last sentences.

Besides the three ways of finding the main idea above, there is also another type of a main idea. Sometimes the main idea appears at the beginning of a paragraph and reappears at the end. An author may use this organization to emphasize an important idea or to explain an idea that needs clarification.

The following is an example.

*Burger King Corporation offers both a service and a product to its customers.* Its service is the convenience it offers the customer – the location of its restaurants and its fast food service – in catering to his or her lifestyle. Its product, in essence, is the total Burger King experience, which starts from the time you drive into the restaurant’s parking lot and ends when you drive out. It includes the speed of service, the food you order, the price you pay, the friendliness and courtesy you are shown, the intangible feeling of satisfaction – in short, an experience. *Burger King, then, is marketing a positive experience,* as promised by its advertising and promotional efforts and delivered by its product.

(Mc. Whorter, 1989:109)

The first and the last sentences both state, in slightly different ways, that Burger King provides a desirable product and service that result in a positive experience.

### 2.2.1.3 Identifying Supporting Details

Among the three parts of a paragraph, supporting details or supporting sentences also play important role in comprehending paragraph. As what Mc. Whorter (1989:113) states, “supporting details are those facts and ideas that prove or explain the main idea of a paragraph”. Besides, a paragraph includes several other sentences except topic sentence. These sentences support the topic in the topic sentence, that is why they are called supporting sentences, or, they might be called supporting details because they refer back and provide details of the topic sentence (Cahyono, 1997:41). It can be explained that supporting details will explain, describe, or illustrate the main idea.

Meanwhile, there are many types of supporting details that an author can use to explain or support a main idea. The most common types of supporting details are (1) examples, (2) facts or statistics, (3) reasons, (4) descriptions, and (5) steps or procedures (Mc. Whorter, 1989:116). Furthermore, Lorch (1984:87) divides that supporting details are reasons, examples, explanations, narrations, and

facts. Similarly, Wong (1999:366) affirms that supporting details are facts, examples, explanations, definitions, and any other kind of details that develop or support the main idea. In this case, the researcher will use Lorch opinion to describe the types of supporting details because he describes it clearly and completely.

The five types of supporting details are:

1. **Reasons.** Reasons provide support for arguments. If an argument seeks to persuade readers to adopt the writer's position or just to gain reader's acceptance of that position, reasons will provide the most substantial support. Reasons are the answers to the question why? The following is a paragraph supported by reasons.

Dog owners should take their pets through obedience school. Formal classes are the most thorough means of training a dog. He not only learns the basic commands but also learns to obey them in crowded, distracting surroundings. Home training can't do this. Second, an obedience-trained dog is safer than one who has not been trained. If the dog is distracted and moving into danger, a sharp command to sit can keep him safe. A loud "No" can stop him from biting an electrical cord or eating rat poison. Finally, obedience-trained dogs are more pleasant to be around. No one wants to be jumped on by a seventy-pound German shepherd, nor is it any fun to be pulled down the street by a Saint Bernard. Even a Chihuahua that is untrained can make life miserable for an owner by jumping, barking, and begging at the table. Although it may cost a little time and money, taking a dog through obedience school is well worth it. (Lorch,1984:88).

This paragraph's argument in favor of obedience school is supported by three reasons: (1) the dog will be better trained; (2) the dog will be safer; (3) the dog will be a more pleasant pet.

2. **Examples.** One way a writer may support an idea is by using examples. They make ideas and concepts real and understandable. For instance, a writer may explain stress by giving examples of it. In the following paragraph, examples are used to explain instantaneous speed.

The speed that a body has at any one instant is called instantaneous speed. It is the speed registered by the speedometer of a car. When we say that the speed of a car at some particular instant is 60 kilometers per hour, we are specifying its instantaneous speed, and we mean that if the car continued moving as fast for an hour, it would travel 60 kilometers. So the

instantaneous speed, or speed at a particular instant, is often quite different from average speed.

(Mc. Whorter, 1989:116).

In this paragraph the author uses the speed of a car to explain instantaneous speed. As you read illustrations and examples, try to see the relationship between the example and the concept or idea it illustrates.

3. **Explanations.** Explanations are also useful as support for certain kinds of argument. An explanation is a much more detailed and specific version of the argument.

The following paragraph explains what the author means by her topic sentence.

My dog is so ugly that she's an embarrassment. Mandie appears to be assembled from parts intended for several other, very different dogs. Her head is interesting, but it's certainly not pretty. Her nose is pink with one black spot in the center; her snout is short and wide. On either side of this broad face are two small eyes. Unfortunately, one is brown and the other is blue. Atop this amazing head are two ears that don't match. The right one stands straight up and the left one flaps over. Mandie's legs and body don't seem to go together. Her legs are white and short with big feet on the end. Her long body is covered with dark brown, medium-length hair. She has one white spot on the rear. She has no tail to speak of. It's nothing but a stump, but it can wag with the best of them. Mandie's not pretty but she's sweet, smart, and, best of all, she likes me.

(Lorch, 1984:89).

From the example above, it can be seen that some explanations support the paragraph. They are shown by the first argument that is "Mandie appears to be assembled from parts intended for several other, very different dogs". The explanations are convincing for the reader that the writer's dog is so ugly.

4. **Narrations.** Narrations can also support an argument. A narration is a recounting of an incident or event. It tells a story that illustrates the truth of the argument.

The following paragraph is based on narration.

My luck has been bad lately. Last week, my father sent me a check. I lost it. A few days ago, my grandmother gave me a present. I broke it. Next, Prof. Stein gave me an examination. I failed it. Then, he assigned me a special project. I didn't understand it. Finally, Lou introduced a good friend of his to me. She didn't speak English!

(Wishon and Burks, 1980:53).



In the preceding paragraph the author takes the readers through a narration, which recounts what actually happened to one person. It illustrates the point of the argument with a story.

5. **Facts.** Facts provide excellent support for arguments. Facts are statements that can be verified by tests or by checking sources. Facts are different from opinions, which express an individual's attitude or belief. Facts include names, dates, numbers, statistics, and references to actual places and events observed by the author. Facts frequently come from outside sources, such as newspaper, reports, books, or magazines.

The following paragraph contains factual supports. Some of the facts come from the author's observation and others come from information he has collected.

Many students at this school find their social life elsewhere. As every class hour ends, a steady stream of cars leaves the parking lot. The students are going to one of the local snack shops to await their next class. There is rarely a free table in the three place closets to school. The emptiness of the cafeteria also testifies to the lack of social life here. At any time, no more than two or three tables are filled. Often the students sitting there are studying, not being social. The school newspaper reported in last week's lead article that ten people showed up for the spring dance. Considering that this school has a student body of three thousand, that is an incredibly low attendance rate. Apparently the students would rather be anywhere but on campus.

(Lorch, 1984:90-91).

This author uses verifiable statements to support his argument that students find their social life off campus. He points to (1) students leaving campus for crowded snack shops, (2) the empty cafeteria, and (3) low attendance at a dance as reported in the paper. All these statements could be verified by readers.

Based on the types of supporting details above, it can be summarized that those supporting details are providing readers with evidence that the argument of the topic sentence is true or that a person could reasonably believe it to be true. Therefore, a paragraph cannot be separated from them, because they might be the key in comprehending paragraph.

### 2.2.2 Difficulties in Comprehending Paragraph

Some pupils, from foreign-languages homes, will had difficulty in understanding English (Tinker and Mc. Cullough, 1975:103). This also applied for Indonesian students where English does not function as the first language. Dealing with this, Sadtono, et.al (1997:18) finds that about 60% of the students of sixteen junior high schools had scores of English test below average. This shows that many of the Indonesian students were very poor in understanding English. Further, Sadtono, et. al also concluded that the overall average score of each students' language skills are as follows: 32 (out of 100) for listening comprehension achievement, 26 for speaking achievement, 31 for reading comprehension achievement, and 20 for writing achievement. In this case, reading comprehension score is slightly below the listening test score. From the average score of reading comprehension achievement, indeed, it shows that students are still weak in reading. It means that they get difficulties in comprehending texts.

Difficulties in reading comprehension may also occur in comprehending paragraph as the smaller parts of the text. Harris and Sipay (1980:509) say that students have problems in comprehending paragraph. Meanwhile, it has been already explained that comprehending paragraph includes three abilities; identifying the topic, finding the main idea, and recognizing the supporting details (Simanjuntak, 1988:24). Further, Heaton (1989:105) states that identifying the main idea and other salient features in a text is one of reading difficulties. Therefore, it can be known that those difficulties, which is occurred in comprehending paragraph is the difficulties faced by the students in comprehending those abilities.

Comprehending paragraph is not easy as what the students may think. The example is in identifying the topic of the paragraph. It will be easy if the main idea can be found, but what will happen if they cannot find it? They will absolutely get stuck in comprehending that. Furthermore, abstract concepts such as topic are difficult for children to grasp (Olson and Dillner, 1982:62). Olson and Dillner (1982:62) also state that to identify topic, the reader must go beyond the main idea and locate an abstract truth. Further, the ability to identify the main idea

is particularly important in recognizing the topic. In other words, it can be said that the reader needs to understand the main idea before he or she can identify the topic.

According to Cahyono (1997:37), once the main idea is gained, understanding of other parts of the paragraph can be attained more easily. However, to get used to grasping the main idea is not an easy matter. Students also have difficulties in comprehending that. The important thing to do is to locate the supporting details. Olson and Dillner (1982:55) say that to identify the main idea of a passage, a reader must be able to locate relevant details and then synthesize and interpret these details in terms of the total message. Thus, ideally, students should be taught to see details in their relation to the major idea they support.

At last, it can be said that comprehending paragraph requires three abilities as stated above. Even though there are some difficulties in comprehending paragraph, students need to comprehend all of the three parts of paragraph because they are important in reading. Finally, the difficulties in comprehending paragraph will be easier for the students if they have ability in comprehending those three parts well.



### III. RESEARCH METHODS

This chapter presents the research methods that were used. It includes research design, area determination method, respondent determination method, data collection method, and data analysis method. Each of them will be presented respectively.

#### 3.1 Research Design

The research design of this research started from formulating research problems and objectives. The problem was how far is the second year students' difficulties in comprehending paragraph covered the difficulties in identifying topic, main idea, and supporting details at SLTP 3 Jember in the 2002/2003 Academic Year; and, the objective was to describe the second year students' difficulties in comprehending paragraph at SLTP 3 Jember in the 2002/2003 Academic Year. At the second place, the research design of this research dealt with determining variable and data resources. The variable was the students' difficulties in comprehending paragraph. Meanwhile, the data resources were got from reading test, interview, and documentation. At the third place, the research design dealt with choosing the design of the research. The design used in this research was descriptive quantitative or descriptive which is dealing with numbers. Then, at the fourth place, the research design dealt with constructing the research instrument. In this research, the research instrument dealt with reading test covered five different paragraphs. At the fifth place, the research came to collecting the data needed. The data, in this case, was the reading test, which distributed to the research respondent. Further, the collected data was analyzed by using percentage formula. At last, the design of this research dealt with making a conclusion. The conclusion was achieved on the basis of the analysis result of the research.

#### 3.2 Area Determination Method

This research used Purposive Method in determining the research area. SLTP 3 Jember was chosen as the research area based on the consideration that

comprehending paragraph was taught there and the data required for this research are very possible to be collected there. Further, it was chosen by considering some technical reasons, such as distance, time, work permission, and fund.

### **3.3 Respondent Determination Method**

The population of this research was all of the second year students of SLTP 3 Jember in the 2002/2003 academic years. The number of population is 225, divided into 5 classes. Each class consists of 45 students. Those data have known from the preliminary study. Arikunto (1993:107) states that if the number of population is less than 100, the population research can be conducted, while if the number of population is more than 100, sampling research can be assigned. Furthermore, the sample taken can be 10%, 15%, 20%, 25%, or more of the population. Since the population of this research is over 100 (225 students), the sampling research was used.

To take the sample, Cluster Random Sampling by lottery was used. It means that a group of population was chosen as the research respondents. In line with that, Borg and Gall (1983:249) state that it is more feasible or convenient to select groups of population than to select individuals from population. This situation occurs when it is impossible to obtain a list of all members of the accessible population.

The basic reason of using Cluster Random Sampling is because of technical problem. It is difficult for the researcher to select individuals as the respondents from population. This is because the second year students of SLTP 3 Jember distributed into 5 classes; every class has about 45 students.

### **3.4 Data Collection Method**

There were two kinds of data in this research, primary data and supporting data. The primary data, in this case, were collected by administering the test, while interview and documentation were for gaining the supporting data.

### 3.4.1 Test

A test is a set of questions, exercises or other instruments used to measure the skill, knowledge, intelligence, or aptitude of an individual or a group (Arikunto, 1993:139).

A test is classified based on some points of view. Based on the purpose of giving a test, Hughes (1994:11) divides the test into five groups, they are; progress test, achievement test, proficiency test, aptitude test and diagnostic test. This research used a diagnostic test. It is a test which is used to identify the students' strengths and weaknesses. In this case, it is used to identify the students' strengths and weaknesses in comprehending paragraph.

According to the way of scoring the test, there are two kinds of test, they are; subjective and objective tests. In this research, the objective test was constructed in the form of multiple-choice items because it will give high consistent result (Hughes, 1994:19).

Dealing with the instrument of collecting data, Arikunto (1993:192) divides test into teacher made test and standardized test. The teacher made test, which was constructed by the teacher was given to the respondents because it is easy to arrange in case of fulfilling of the whole indicators in this research. Meanwhile, the test was constructed based on the Basic Course Outline (GBPP) of 1994 English Curriculum for SLTP and it also consulted to the English teacher.

Furthermore, to be a good test, it must fulfill some requirements, such as: validity and reliability. Hughes (1994:22) states that a test is said to be valid if it can measure what it is intended to measure. The validity of the test can be classified into content validity, criterion-related validity, construct validity and face validity (Hughes, 1994:22). In this research, the validity of the test deals with content validity. It means that the test items cover representatively the content of syllabus that should be measured. In summary, the validity of the test will be established by constructing the test items representatively of the content of materials in the syllabus of SLTP, especially in the second grade.

Hughes (1994:29) says that reliability dealt with the consistency of the test result. Further, he also says that a test is said to be reliable if it has likely the same

results when it is given at another time. In this research, K-R20 formula was used to know the reliability of the test. The reason of using this formula is because the number of the test items is odd (25 items). Arikunto (1993:154) says that if the number of the test instrument is odd, the Split Half Method cannot be used. Further, he suggests to use K-R20 formula. Meanwhile, the test was tried out first to other students who were not respondents once. From the result of the tried out, there was known whether the time of doing the test is enough or not, the test is too difficult or not, the writing is clear or not, and etc.

At last, the test in this research was administered to measure the students' difficulties in comprehending paragraph including the three essential parts: topic, main idea, and supporting details of the paragraph. The difficulties were known through the result of the test, and then the materials of the test are reading materials in the form of comprehension paragraph test. Meanwhile, the test consists of five different paragraphs with 25 questions. Each paragraph is followed by 5 questions, 2 items for the topic and the main idea; and 3 items for the supporting details. The allocated time for doing the test is 60 minutes.

### **3.4.2 Interview**

Interview is a conversation between the interviewer and interviewee with certain purposes (Arikunto, 1993:126). Furthermore, she says that there are three kinds of interview, namely; structured interview, unstructured interview, and semi-structured interview.

Structured interview is an interview in which the interviewer carries out the interview by using a set of questions arranged in advance while unstructured interview is an interview in which the interviewer carries out the interview freely without systematic plan of questions. Then, semi-structured interview means an interview in which the interviewer uses a set of questions and the questions can be developed to obtain further specific information.

In this research, semi-structured interview was used in order that the data gained can be controlled and not too broad. In addition, semi-structured interview was used to get the secondary data about the teaching reading dealing with comprehending paragraph and the difficulties in comprehending paragraph,

including the difficulties in comprehending topic, main ideas, and supporting details.

### 3.4.3 Documentation

Documentation methods were used to get the data from written materials such as books, report, and the daily notes (Arikunto, 1993: 148). Documentation in this research was used to gain the supporting data about the name of the respondents, the personnel and the school facilities.

### 3.5 Data Analysis Method

Suryabrata (1983:85) states that the important step in a research activity is analyzing the data. The purpose of the data analysis is to analyze and interpret the data into meaningful information. Further, he says that there are two ways of data analysis methods, statistical and non-statistical methods. The use of them depends on the kind of the data. If the data are quantitative, the statistical method is used. On the other hand, if the data are qualitative, non-statistical method is used. This research deals with quantitative data. Therefore, statistical analysis is used. The following formula was used to calculate the percentage of each indicator of the difficulties in comprehending paragraph of the second year students of SLTP 3 Jember in the 2002/2003 academic year.

The following formula was applied to analyze the data.

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

(Taken from Ali, 1993:186)

Notes:

- E = The percentage of the students' difficulties in comprehending paragraph.
- n = The real numbers of the difficulties in comprehending paragraph which was done by the students.
- N = The total numbers of the difficulties in comprehending paragraph that might be done by the students.
- 100% = The constant number.



Meanwhile, the steps in analyzing the data are as follows.

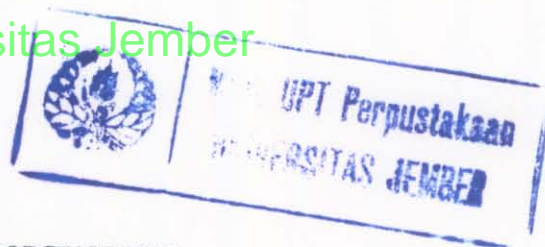
1. Identifying the data of the respondents' wrong answer from the test given.
2. Analyzing the number of wrong answer that has obtained by the students using the above formula.
3. Finding out the percentage of the difficulties of each indicator.
4. Categorizing the students' difficulties level by using the following table of interpretation

Table 1.

Table of Interpretation

The percentage of frequency	Interpretation
15% or less difficulty performed by the students.	Low
16% up to 25% difficulties performed by the students.	Fair
26% or more difficulties performed by the students.	High

(Taken from Woolf and Woolf, 1977:80)



#### IV. RESEARCH RESULTS AND DISCUSSION

This chapter presents the results of supporting data, primary data and discussion. It includes the results of homogeneity test, reliability test, interview, and documentation, while the primary data includes the results of the reading test and data analysis. Each of them will be presented respectively.

#### 4.1 The Results of Supporting Data

##### 4.1.1 The Result of Homogeneity Test

The students' homogeneity test was analyzed by applying Anova formula to know the homogeneity of the population. The following formula was used.

$$F = \frac{Sa^2}{Sd^2}$$

Notes : F = Total Variance Estimation

Sa<sup>2</sup> = Variance estimate between groups

Sd<sup>2</sup> = Variance estimate within groups (Buttler, 1985:129)

Table 2. The Summary of Homogeneity Test

Source of Variation	Sum Squares	Degree of Freedom	Mean Squares	F-test	F-Critical Table (5%)
Between Groups	17,307	4	4,327	0,052	2,41
Within Groups	18417,022	220	83,714		
Total	18434,329	224			

Source: Result of Analysis F-test (Anova)

The analysis results showed that F-test was 0,052 whereas the F-table with significant level of 5% and dfb (degree of freedom between groups) of 4 and dfw (degree of freedom within groups) of 220 showed 2,41. Therefore, the result of F-test was less than F table. This means that there was no significant difference of the English ability among the five classes of the second year students of SLTP 3 Jember in the 2002/2003 Academic Year. As a result, the population was homogeneous. Then, sampling can be assigned to the population.

It has been mentioned that Cluster Random Sampling by lottery was applied to determine research respondents (see 3.3 Chapter III). From the result of

the lottery, it was found that Class IIB was as the research sample while Class II A was as the class for trying out the test. The complete analysis results of homogeneity test can be seen on Appendix 5.

#### **4.1.2 The Result of Try Out Test**

It has been stated in the previous chapter (see 3.4.1 Chapter III) that the test instrument must be tried out to know its reliability before being given to the respondents. The result of the tried out test can be seen in the Appendix 7.

In the tried out test, the allotted time was 90 minutes. In fact, they could do the test faster than the time given. Therefore, the allotted time needed to be revised. It was 60 minutes.

In addition, there was seven items in the category of difficult, because the difficulty index of those was low. It lied in the interval of 0-0,30 that was classified as difficult based on the criteria of difficulty index. Those were not revised to provide motivation for the students (Sudjana, 1991:53). It means that the difficult items might be necessary to motivate students. The result of the analysis of difficulty index can be seen in the Appendix 9.

Dealing with the result of reliability test, it was known that the number of the students (N) is 45 while the score of product moment at 5% was 0,294; and the score of  $r_{11}$  was 0,843. On the other hand,  $r_{11}$  score was more than the score of product moment table ( $0,843 > 0,294$ ). It means that the instrument of this test was reliable.

#### **4.1.3 The Result of Interview**

The interview was conducted on November 10<sup>th</sup>, 2001 at SLTP 3 Jember. The data obtained from the interview showed that the second year English teacher of SLTP 3 Jember has been applying eclectic approach. It means that she did not apply one method only. She applied some method based on the situation and condition.

In the English teaching, the English teacher has not taught the students each language skill separately but she taught the four language skills in one unit. Consequently, teaching reading was taught integratively with one or more other

language skills. Furthermore, the process of teaching reading has the following procedure: the teacher asked one of the students to read a paragraph, then, she gave questions dealing with the paragraph. Sometimes, she did not only ask the students to read a paragraph first, but she also gave questions first after she read the paragraph by herself.

Meanwhile, there were two compulsory books used in the English class. They are "Let's Learn English 2" published by PT. Edumedia and the other one was "The Global Language for SLTP Students" published by Grafindo Media Pratama.

#### **4.1.4 The Result of Documentation**

The data obtained from the documentation dealt with the school facilities, the personnel of SLTP 3 Jember, and the name of research respondents.

##### **a. The School Facilities of SLTP 3 Jember**

SLTP 3 Jember has some facilities for the students, they are 28 rooms covering rooms of theory, skill practice, library, teachers' room, laboratories, canteen, etc. The condition of the rooms was good. Thus, the teaching learning process can run well. The detail information about them can be seen in the Appendix 11.

##### **b. The Personnel of SLTP 3 Jember**

The number of personnel of SLTP 3 Jember in the 2002/2003 Academic Year was 45 persons. In this case, the English teacher of the school was the main concerned. This was because the quality of the teachers has an important role in the English teaching learning process. The complete data can be seen in the Appendix 12.

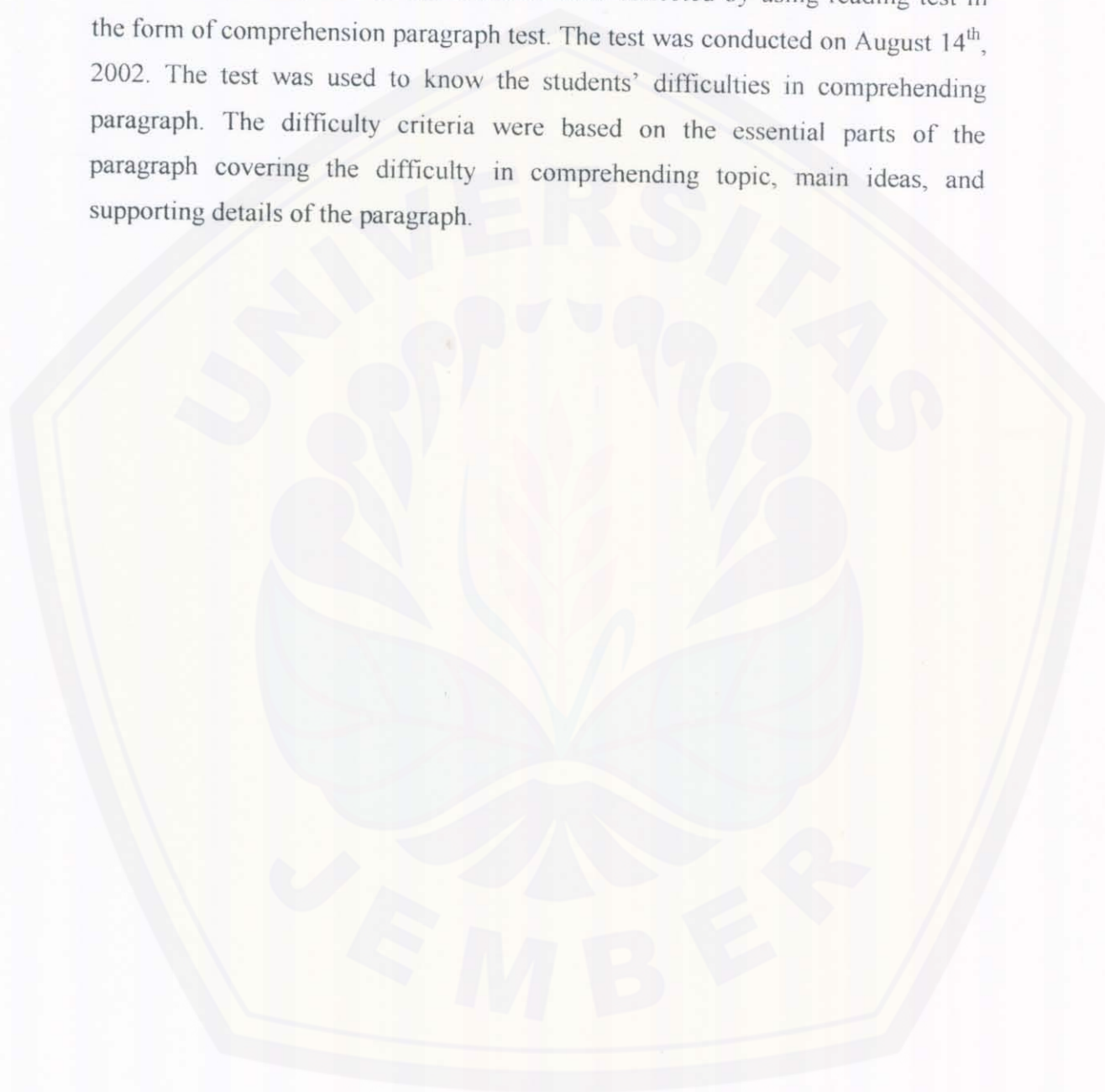
##### **c. The Name of the Research respondents**

There were five classes of the second year students of SLTP 3 Jember in the 2002/2003 academic year. In this research, one class was taken as the research sample. The list of the respondents can be seen in the Appendix 13.

## **4.2 The Results of Primary Data**

### **4.2.1 The Result of The Reading Test**

The primary data of this research were collected by using reading test in the form of comprehension paragraph test. The test was conducted on August 14<sup>th</sup>, 2002. The test was used to know the students' difficulties in comprehending paragraph. The difficulty criteria were based on the essential parts of the paragraph covering the difficulty in comprehending topic, main ideas, and supporting details of the paragraph.



The results of the reading test are presented in the following table.

Table 3. The Recapitulation of Students' Mistakes in doing Reading Test

No	Topic (5)	Main Ideas (5)	Supporting Details (15)	Total
	Number of mistakes	Number of Mistakes	Number of mistakes	
1.	2	2	7	11
2.	1	0	5	6
3.	0	2	4	6
4.	3	1	5	9
5.	2	3	6	11
6.	2	2	5	9
7.	2	4	5	11
8.	3	1	4	8
9.	2	1	7	10
10.	3	2	3	8
11.	1	1	5	7
12.	1	1	4	6
13.	2	2	3	7
14.	2	3	4	9
15.	0	3	5	8
16.	3	0	4	7
17.	1	1	5	7
18.	2	1	2	5
19.	3	1	6	10
20.	0	1	6	7
21.	1	2	3	6
22.	4	2	2	8
23.	1	1	7	9
24.	1	1	2	4
25.	3	2	6	11
26.	2	3	4	9
27.	1	0	5	6
28.	1	1	7	9
29.	2	4	3	9
30.	3	1	1	5
31.	1	2	2	5
32.	2	2	2	6
33.	1	3	4	8
34.	1	0	3	4
35.	4	2	6	12
36.	0	1	2	3
37.	1	1	5	7
38.	2	2	9	13
39.	3	1	2	6
40.	1	2	5	8
41.	2	1	4	7
42.	1	0	3	4
43.	1	2	4	7
44.	1	1	3	5
45.	2	1	4	7

Sources : The result of reading test.

#### 4.2.2 Data Analysis

Based on the results of comprehending paragraph test presented in the above table, the data were analyzed by using the following formula.

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

Notes : E = The percentage of the students' difficulties in comprehending paragraph

n = The real numbers of the difficulties in comprehending paragraph which was done by the students

N = The total numbers of the difficulties in comprehending paragraph that might be done by the students

100% = The constant number

The following table will present the result of the percentage of students' mistakes in doing Reading test.

Table 4. The Percentage of Students' Mistakes in doing Reading Test.

No	Topic (5)		Main Ideas (5)		Supp. Details (15)		Total	
	Number of mistakes	%	Number of mistakes	%	Number of mistakes	%	Number of mistakes	%
1.	2	40	2	40	7	46,7	11	44
2.	1	20	0	0	5	33,3	6	24
3.	0	0	2	40	4	26,7	6	24
4.	3	60	1	20	5	33,3	9	36
5.	2	40	3	60	6	40,0	11	44
6.	2	40	2	40	5	33,3	9	36
7.	2	40	4	80	5	33,3	11	44
8.	3	60	1	20	4	26,7	8	32
9.	2	40	1	20	7	46,7	10	40
10.	3	60	2	40	3	20,0	8	32
11.	1	20	1	20	5	33,3	7	28
12.	1	20	1	20	4	26,7	6	24
13.	2	40	2	40	3	20,0	7	28
14.	2	40	3	60	4	26,7	9	36
15.	0	0	3	60	5	33,3	8	32
16.	3	60	0	0	4	26,7	7	28
17.	1	20	1	20	5	33,3	7	28
18.	2	40	1	20	2	13,3	5	20
19.	3	60	1	20	6	40,0	10	40
20.	0	0	1	20	6	40,0	7	28
21.	1	20	2	40	3	20,0	6	24
22.	4	80	2	40	2	13,3	8	32
23.	1	20	1	20	7	46,7	9	36
24.	1	20	1	20	2	13,3	4	16
25.	3	60	2	40	6	40,0	11	44
26.	2	40	3	60	4	26,7	9	36
27.	1	20	0	0	5	33,3	6	24
28.	1	20	1	20	7	46,7	9	36
29.	2	40	4	80	3	20,0	9	36
30.	3	60	1	20	1	6,7	5	20
31.	1	20	2	40	2	13,3	5	20
32.	2	40	2	40	2	13,3	6	24
33.	1	20	3	60	4	26,7	8	32
34.	1	20	0	0	3	20,0	4	16
35.	4	80	2	40	6	40,0	12	48
36.	0	0	1	20	2	13,3	3	12
37.	1	20	1	20	5	33,3	7	28
38.	2	40	2	40	9	60,0	13	52
39.	3	60	1	20	2	13,3	6	24
40.	1	20	2	40	5	33,3	8	32
41.	2	40	1	20	4	26,7	7	28
42.	1	20	0	0	3	20,0	4	16
43.	1	20	2	40	4	26,7	7	28
44.	1	20	1	20	3	20,0	5	20
45.	2	40	1	20	4	26,7	7	28
Total	77	34,2	70	31,1	193	28,6	340	30,22

Source : Table 3



From the above table, the computations of the data analysis were as follows.

a. The Computation of the Data Analysis for all Indicators:

Since the number of the test item was 25, and the number of the respondents was 45, the possible errors made by the students can be presented as follows.

$$\begin{aligned} N &= 25 \text{ items} \times 45 \text{ respondents} \\ &= 1125 \end{aligned}$$

Therefore, the percentage of the difficulties done by the students can be calculated as follows.

$$\begin{aligned} E &= \frac{n}{N} \times 100\% \\ E &= \frac{340}{1125} \times 100\% = 30,22\% \end{aligned}$$

b. The Computation of the Data Analysis for Each Indicator:

Since the number of the test items was 5 for each topic and main idea, 15 for supporting details, and the number of respondents is 45, the possible errors made by students in each indicator can be presented as follows.

The possible errors made by students in comprehending topic and main ideas of the paragraph are:

$$\begin{aligned} N &= 5 \text{ items} \times 45 \text{ respondents} \\ &= 225 \end{aligned}$$

The possible errors made by students in comprehending supporting details of the paragraph are:

$$\begin{aligned} N &= 15 \text{ items} \times 45 \text{ respondents} \\ &= 675 \end{aligned}$$

Therefore, the percentage of the difficulties done by the students in each indicator can be calculated as follows:

The students' difficulty in comprehending topic of the paragraph

$$\begin{aligned} E_1 &= \frac{77}{225} \times 100\% \\ &= 34,2\% \end{aligned}$$

The students' difficulty in comprehending main ideas of the paragraph.

$$\begin{aligned} E_2 &= \frac{70}{225} \times 100\% \\ &= 31,1\% \end{aligned}$$

The students' difficulty in comprehending supporting details of the paragraph.

$$\begin{aligned} E_3 &= \frac{193}{675} \times 100\% \\ &= 28,6\% \end{aligned}$$

Notes:

E1 = The students' difficulty in comprehending the topic of paragraph

E2 = The students' difficulty in comprehending main ideas of the paragraph

E3 = The students' difficulty in comprehending supporting details of the paragraph

Based on the results of the data analysis, the students' difficulties were classified based on the table of interpretation (see Table 1 Chapter III). The results are presented in the following table.

Table 5. The Classification of the Students' Difficulties Based on the Classification of Difficulty Category

No.	Topic (5)			Main Ideas (5)			Supp. Details (15)			Total	%	Cat.
	Number of mistakes	%	Cat.	Number of mistakes	%	Cat.	Number of mistakes	%	Cat.			
1.	2	40	H	2	40	H	7	46,7	H	11	44	H
2.	1	20	F	0	0	L	5	33,3	H	6	24	F
3.	0	0	F	2	40	H	4	26,7	H	6	24	F
4.	3	60	H	1	20	F	5	33,3	H	9	36	H
5.	2	40	H	3	60	H	6	40,0	H	11	44	H
6.	2	40	H	2	40	H	5	33,3	H	9	36	H
7.	2	40	H	4	80	H	5	33,3	H	11	44	H
8.	3	60	H	1	20	F	4	26,7	H	8	32	H
9.	2	40	H	1	20	F	7	46,7	H	10	40	H
10.	3	60	H	2	40	H	3	20,0	F	8	32	H
11.	1	20	F	1	20	F	5	33,3	H	7	28	H
12.	1	20	F	1	20	F	4	26,7	H	6	24	F
13.	2	40	H	2	40	H	3	20,0	F	7	28	H
14.	2	40	H	3	60	H	4	26,7	H	9	36	H
15.	0	0	L	3	60	H	5	33,3	H	8	32	H
16.	3	60	H	0	0	L	4	26,7	H	7	28	H
17.	1	20	F	1	20	F	5	33,3	H	7	28	H
18.	2	40	H	1	20	F	2	13,3	L	5	20	F
19.	3	60	H	1	20	F	6	40,0	H	10	40	H
20.	0	0	L	1	20	H	6	40,0	H	7	28	H
21.	1	20	F	2	40	H	3	20,0	F	6	24	F
22.	4	80	H	2	40	H	2	13,3	L	8	32	H
23.	1	20	F	1	20	F	7	46,7	H	9	36	H
24.	1	20	F	1	20	F	2	13,3	L	4	16	F
25.	3	60	H	2	40	H	6	40,0	H	11	44	H
26.	2	40	H	3	60	H	4	26,7	H	9	36	H
27.	1	20	F	0	0	L	5	33,3	H	6	24	F
28.	1	20	F	1	20	F	7	46,7	H	9	36	H
29.	2	40	H	4	80	H	3	20,0	F	9	36	H
30.	3	60	H	1	20	F	1	6,7	L	5	20	F
31.	1	20	F	2	40	H	2	13,3	L	5	20	F
32.	2	40	H	2	40	H	2	13,3	L	6	24	F
33.	1	20	F	3	60	H	4	26,7	H	8	32	H
34.	1	20	F	0	0	L	3	20,0	F	4	16	F
35.	4	80	H	2	40	H	6	40,0	H	12	48	H
36.	0	0	L	1	20	F	2	13,3	L	3	12	L
37.	1	20	F	1	20	F	5	33,3	H	7	28	H
38.	2	40	H	2	40	H	9	60,0	H	13	52	H
39.	3	60	H	1	20	F	2	13,3	L	6	24	F
40.	1	20	F	2	40	H	5	33,3	H	8	32	H
41.	2	40	H	1	20	F	4	26,7	H	7	28	H
42.	1	20	F	0	0	L	3	20,	F	4	16	F
43.	1	20	F	2	40	H	4	26,7	H	7	28	H
44.	1	20	F	1	20	F	3	20,0	F	5	20	F
45.	2	40	H	1	20	F	4	26,7	H	5	28	H
Total	77	34,2	H	70	31,1	H	193	28,6	H	340	30,22	H

Source : Table 4.

Notes: Cat. = Category

H = High

F = Fair

L = Low

In brief, the following table will simplify the previous one.

Table 6. The Brief Classification of The Students' Difficulties Based on The Classification of Difficulty Category

No.	All Indicators / Each Indicator	%	Category
	All indicators	30,2	H
1	Topic of the paragraph	34,2	H
2	Main ideas of the paragraph	31,1	H
3	Supporting details of the paragraph	28,6	H

Source : The result of reading test.

By reading the table, it was known that the highest error (the most difficult) done by the students in comprehending paragraph was comprehending topic, 34,2%. In contrast, the difficulty of comprehending supporting details was at the lowest percentage, 28,6%. Meanwhile, the difficulty of comprehending main ideas lied in the middle, 31,1%.

Based on the classification of the difficulty category, the interpretations of the students' difficulties in comprehending paragraph are presented in the following tables.

Table 7. The Interpretation of the Students' Difficulties in Comprehending Paragraph.

No.	Interpretation of difficulty level	Frequency	%
1	Low	1	2,22
2	Fair	14	31,11
3	High	30	66,67
	Total	45	100

Source : The result of reading test

The table shows that most of the students' difficulties in comprehending paragraph were high (66,76%). In addition, the other students belong to fair category (31,11%) and low category (2,22%).

Table 8. The Interpretation of the Students' Difficulty in Comprehending Topic of the Paragraph.

No.	Interpretation of difficulty level	Frequency	%
1	Low	4	8,89
2	Fair	17	37,78
3	High	24	53,33
	Total	45	100

Source : The result of reading test

The table tells that most students belong to high category (53,33%) in comprehending topic, then, the rest of them belong to fair category (37,78%) and low category (8,89%).

Table 9. The Interpretation of the Students' Difficulty in Comprehending Main Ideas of the Paragraph.

No.	Interpretation of difficulty level	Frequency	%
1	Low	5	11,11
2	Fair	18	40,00
3	High	22	48,89
	Total	45	100

Source : The result of reading test

The table shows that the students' difficulties in comprehending main ideas of the paragraph was high. In addition, about 48,89% respondents belong to high category, while 40,00% respondents belong to fair category. The rest is about 11,11% belong to low category.

Table 10. The Interpretation of the Students' Difficulty in Comprehending Supporting Details of the Paragraph.

No.	Interpretation of difficulty level	Frequency	%
1	Low	8	17,78
2	Fair	7	15,56
3	High	30	66,66
	Total	45	100

Source : The result of reading test

Concerning to the previous table, the students' difficulty in comprehending supporting details of the paragraph was high category (66,66%). The other students who belong to fair category is about 15,56%, while the

students who belong to low category is about 17,78%. It means that the number of the students who had low difficulty in comprehending supporting details is higher than the number of the students who had fair difficulty.

#### 4.3 Discussion

The computation of the data analysis for all indicators shows that the difficulties in comprehending paragraph were 30,22%. It lies in the interval of 26% or more, which is classified as high category. It might be because the teaching of comprehending paragraph was not as the emphasize one. It was taught integratively with one or more other language skills. In other words, the allotted time in teaching of comprehending paragraph was limited. Those, students did not have much time in learning how to comprehend paragraph. This idea based on the result of the interview, which showed that the teaching of comprehending paragraph was taught at glance.

From the data analysis for each indicator, it was known that the students' difficulty in comprehending topic of the paragraph was 34,2% or in the category of high. Meanwhile, the students' difficulty in comprehending main ideas of the paragraph was 31,1% or in the category of high. Then, the students' difficulty in comprehending supporting details of the paragraph was 28,6% or in the category of high.

As a result, it was known that the error of the students' difficulty in comprehending topic of the paragraph got the highest percentage of the difficulty compared to the others indicators demonstrating by the figure of 34,2 % in the high level category. This condition happened because most students could not differentiate between topic and main ideas. However, it was not surprising since not every paragraph states the topic implicitly. It can be known from the result of the reading test.

The percentage of the students' difficulties in comprehending main ideas was 31,1%. In this case, the students found difficulty in comprehending main ideas. Generally, it might be caused they could not identify the topic, topic sentence, and supporting details of paragraph. Mc. Whorter (1989:106) states that

to find the main ideas, readers should locate the topic, and topic sentence, and study the details. It is because those three ways cannot be separated. Topic generalizes the main ideas while topic sentence expresses the main ideas. Therefore, students should be able to locate those parts well.

Meanwhile, the percentage of the students' difficulty in comprehending supporting details of the paragraph was 28,6%. The result of this indicator is the lowest percentage from three of the difficulties in comprehending paragraph. It means that students found the lowest difficulties in comprehending supporting details. This condition might be affected by their ability to identify details and pay attention to the most important details. This argument supported by Mc. Whorter (1989:113) who says that if the readers try to pay attention to the most important details, they could directly identify the other details.

At last, it is clear that the most difficult part in comprehending paragraph faced by the second year students of SLTP 3 Jember in the 2002/2003 Academic Year was comprehending the topic of paragraph.

## V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion. The conclusion covers general and specific conclusions while the suggestion covers suggestion for the English teacher, students, and other researcher. They will be presented respectively.

### 5.1 Conclusion

Based on the data analysis that has been discussed and interpreted, conclusion can be drawn as follows.

#### a. General Conclusion

The difficulties in comprehending paragraph faced by the second year students of SLTP 3 Jember in the 2002/2003 Academic Year were 30,22% or in the high category.

#### b. Specific Conclusions

1. The difficulty in comprehending the topic of paragraph was 34,2% or in the high category.
2. The difficulty in comprehending the main ideas of paragraph was 31,1% or in the high category.
3. The difficulty in comprehending the supporting details of paragraph was 28,6% or in the high category.

### 5.2 Suggestion

Based on the research result, some suggestions are given to the following persons.





### **5.2.1 For the English Teacher**

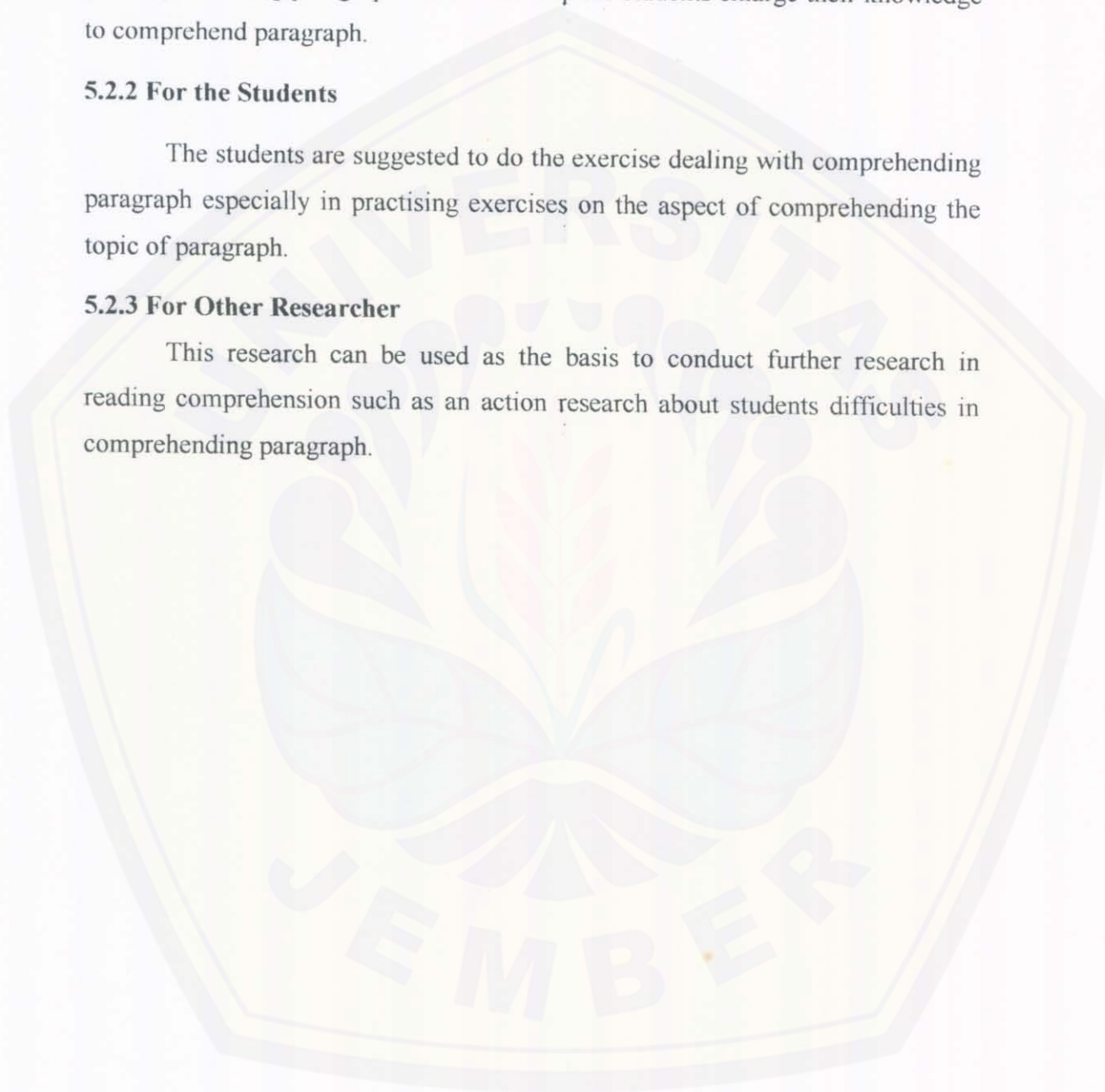
The English teachers need to give more portions of exercises in the aspects of comprehending paragraph in order to help the students enlarge their knowledge to comprehend paragraph.

### **5.2.2 For the Students**

The students are suggested to do the exercise dealing with comprehending paragraph especially in practising exercises on the aspect of comprehending the topic of paragraph.

### **5.2.3 For Other Researcher**

This research can be used as the basis to conduct further research in reading comprehension such as an action research about students difficulties in comprehending paragraph.



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# RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD
<p>Difficulties in understanding paragraph SLTP 3 Jember in the 2002/2003 academic year.</p>	<p><b>General Research Problem:</b> How far is the second year student's difficulties in comprehending paragraph at SLTP 3 Jember in the 2002/2003 academic year?</p> <p><b>Specific Research Problems:</b> 1. How far is the second year students' difficulties in comprehending the topic of paragraph at SLTP 3 Jember in the 2002/2003 academic year? 2. How far is the second year students' difficulties in comprehending the main idea of paragraph at SLTP 3 Jember in the 2002/2003 academic year? 3. How far is the second year students' difficulties in comprehending the supporting details of paragraph at SLTP 3 Jember in the 2002/2003 academic year?</p>	<p>The students' difficulties in comprehending paragraph.</p>	<ol style="list-style-type: none"> <li>1. Comprehending the topic of paragraph.</li> <li>2. Comprehending the main idea of paragraph.</li> <li>3. Comprehending the supporting details of paragraph.</li> </ol>	<ol style="list-style-type: none"> <li>1. Respondents:               <ul style="list-style-type: none"> <li>- The Second Year Students of SLTP 3 Jember in The 2002/2003 Academic Year.</li> </ul> </li> <li>2. Informant:               <ul style="list-style-type: none"> <li>- The English Teacher.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Research Design:               <ul style="list-style-type: none"> <li>- Descriptive Research.</li> </ul> </li> <li>2. Area Determination Method:               <ul style="list-style-type: none"> <li>- Purposive Method.</li> </ul> </li> <li>3. Respondent Determination Method:               <ul style="list-style-type: none"> <li>- Cluster random sampling.</li> </ul> </li> <li>4. Data Collecting Method:               <ol style="list-style-type: none"> <li>a. Primary Data:                   <ul style="list-style-type: none"> <li>- A Reading Test of five different paragraphs.</li> </ul> </li> <li>b. Supporting Data:                   <ul style="list-style-type: none"> <li>- Interview.</li> <li>- Documentation.</li> </ul> </li> </ol> </li> <li>5. Data Analysis Method:               <math display="block">E = \frac{n}{N} \times 100\%</math> </li> </ol> <p>Notes: E = The percentage of the students difficulties in comprehending paragraph. n = The real numbers of the difficulties in comprehending paragraph which was done by the students. N = The total numbers of the difficulties in comprehending paragraph that might be done by the students. 100% = The constant number.</p>

## Appendix 2

### GUIDED OF SUPPORTING DATA INSTRUMENT

#### 1 INTERVIEW GUIDE

No.	INTERVIEW QUESTIONS	DATA RESOURCES
1	Do you teach how to comprehend paragraph in teaching Reading?	English Teacher
2	How do you teach Reading dealing with comprehending paragraph?	
3	How often do you teach Reading dealing with comprehending paragraph?	
4	Do you often give reading assignment to the students dealing with comprehending paragraph?	
5	What are the students' difficulties in comprehending paragraph?	
6	What is the your attempt dealing with the students' difficulties in comprehending paragraph?	

#### 2. DOCUMENTATION GUIDE

No.	THE DATA TAKEN	DATA RESOURCES
1.	The names of the respondents	Document
2.	The school facilities	
3.	The list of the English teacher	

#### 3. READING TEST GUIDE

No.	Indicators	Reading Test Items Number
1.	Topic	1,6,11,16,21
2.	Main Ideas	2,7,12,17,22
3.	Supporting Details	3, 4, 5, 8, 9, 10, 13, 14, 15, 18, 19, 20, 23, 24, 25

**Appendix 3 : Research Instrument**

**Reading Test**

**Level : Junior High School**

**Class : II**

**Time : 60'**

**Read the following paragraph! Then, select the best answer by crossing a, b, c, or d!**

**Paragraph 1**

Our body consists of three parts according to the forms of the skeleton. They are the head, the body itself and the limbs. Each part has a lot of organs with their own function. We have a head with various parts; the brain for thinking, the eyes for seeing, the ears for hearing, the nose for smelling, and the tongue for tasting. The mouth has two lips and teeth. The eyes have pupils, eyelash, and eyebrow. The next is forehead, cheeks, chin, temples, neck and hair. Meanwhile, the parts of the body are chest, abdomen, back, hip and buttock. The chest protects the heart and the lungs. The abdomen protects the liver, stomach, and kidneys.. The last is the parts of the limbs. They cover arms, hands and legs. The parts of arms are shoulders, elbow and wrist. The parts of hands are palm and fingers. Then, the parts of legs are thigh, knee, shin, calf, ankle, foot, and toes.

(Taken and adopted from Bahasa Inggris 2A Intan Pariwara, 2001:37)

1. What does the above paragraph talk about?
  - a. Our body consists of three parts
  - b. Each part has a lot of function
  - c. The three parts are the head, the body, and the limbs
  - d. Our body
2. What is the main point of the above paragraph?
  - a. Each part has a lot of organs
  - b. Our body consists of three parts

- c. Our body
  - d. The three parts are the head, the body, and the nose
3. What do you use for smelling the fragrance of roses?
- a. The nose
  - b. The eyes
  - c. The brain
  - d. The tongue
4. What does the abdomen protect?
- a. The heart and the lungs
  - b. The liver, the forehead, and the buttock
  - c. The liver, stomach, and the kidneys
  - d. The fingers and the kidneys
5. What are the parts of legs?
- a. Skin, knee, chest, back, calf, and foot
  - b. Thigh, knee, shin, calf, ankle, foot, and toes
  - c. Thigh, knee, limbs, hip, ankle, foot, and toes
  - d. Thigh, toes, stomach, knee, calf, and elbow

### **Paragraph 2**

Wukirasih is one of the Indonesia's tennis players at this time. She was born in 1980. She began to play tennis when she was eight. She played tennis at a court next to her parents' home. Later, she was taught by tennis coach, Darmanto. She won two medals in the 1997 Southeast Asian (SEA) Games for her bright performance at women's doubles and the women's team event. Then, she also won a gold medal in 1999 SEA Games team, but she felt she was not as lucky as her compatriots Wynne Prakusya or Liza Andriyani as they have their own sponsors. Wukir, however, avoided an attitude of self-pity and said that she would give way for others to leap at opportunity to go global.

(Taken and adopted from PR Bahasa Inggris 2A Intan Pariwara, 2001:12)



6. What is the topic of the above paragraph?
  - a. One of the Indonesia tennis player
  - b. Wukirasih
  - c. A tennis player
  - d. Wukirasih is the most popular tennis player
7. What is the main idea of the above paragraph?
  - a. Wukirasih won two gold medals in 1997 SEA Games
  - b. Wukirasih
  - c. Wukirasih is the most popular tennis player
  - d. Wukirasih is one of the Indonesia tennis players
8. What did she win in two years after 1997?
  - a. Women's team event
  - b. Women's doubles
  - c. Women's doubles and Women's team event
  - d. Men's team event
9. How old is she now?
  - a. 12 years
  - b. 15 years
  - c. 22 years
  - d. 20 years
10. Why did she feel that she was not as lucky as her compatriots?
  - a. She had a lot of sponsors
  - b. Her compatriots had an opportunity to go global
  - c. She had her own sponsors
  - d. Her compatriots had their own sponsors, but she didn't

### Paragraph 3

What do we need to make a dress? A needle, sewing thread and a pair of scissors are essential. A complete dress can be made by hand but it takes a little longer than by a sewing machine. Other aids are a measuring, a thimble, pins, a piece of tailor's chalk and an iron weight. A thimble is used to save you fingers

and speed our work. To fasten the pieces of cut material together, we use pins. A perfect fit must be measure by a measuring tape. Tape lines on the material will remain in place if we use a piece of tailor's chalk. To keep the material of place we need to press each part of the material by using an iron weight. In short, those are the sewing aids we need to make a dress.

(Taken and adopted from Let's Learn English 2 for SLTP, Edumedia, 1996:29)

11. What is the topic of the above paragraph ?
  - a. What we need to make a dress
  - b. Dressmaking
  - c. Sewing aids
  - d. Dressmaker
12. The main point of the above paragraph is .....
  - a. The sewing aids we need to make a dress
  - b. How to make a dress
  - c. How to use the sewing aids
  - d. A needle, sewing thread and a pair of scissors are essential
13. What are the essential things we need to make a dress ?
  - a. A needle, sewing thread and a measuring tape
  - b. A thimble, pins, and a needle
  - c. Sewing thread, a pair of scissors and a piece of tailor's chalk
  - d. A pair of scissors, sewing thread, and a needle
14. What do we use pins for ?
  - a. To fasten the pieces of cut material together
  - b. To save your fingers and speed our work
  - c. To press each part of the material
  - d. To measure a perfect fit of the body
15. What do we use the piece of tailor's chalk for ?
  - a. To save your fingers and speed our work
  - b. To remain the lines on the material in place
  - c. To press each part of the material
  - d. To measure a perfect fit of the body

**Paragraph 4**

There are five steps to make clothes. Firstly, it starts from the factory where people spin thread from raw materials. In this step we can use natural material such on wool, cotton and silk, or we can use man-made material such as nylon, terylene, polyester and tetoron. Secondly, it comes from another factory where people weave the thread to make cloth. They weave the tread based on the cloth design in order to get a good cloth. Thirdly, the cloth must be cut according to the pattern. Mostly, the pattern used is the standard pattern that has standard size. Fourthly, we must sew it. For this activity, we need a needle and thread. We can sew with a sewing machine or with our hands. Finally, we must also fix the buttons, the zipper, and other accessories.

(Taken and adopted from Komunikasi Aktif Bahasa Inggris 2A Tiga Serangkai, 1995:45)

16. The above paragraph is talking about .....

  - a. Five steps to make clothes
  - b. The steps to make clothes
  - c. Sewing activity
  - d. Making clothes

17. What is the correct main idea of the above paragraph ?

  - a. How to make clothes
  - b. The way to make clothes
  - c. Five steps to make clothes
  - d. How to get clothes

18. What are the man-made materials that can be used to make clothes ?

  - a. Nylon, terylene, polyester, and cotton
  - b. Terylene, nylon, wool, and silk
  - c. Polyester, cotton, tetoron, and nylon
  - d. Tetoron, terylene, polyester, and nylon

19. What is the forth step of making clothes?
- Sewing
  - Fixing
  - Weaving
  - Spinning
20. In what activity do we need a needle and thread ?
- Cutting
  - Weaving
  - Sewing
  - Fixing

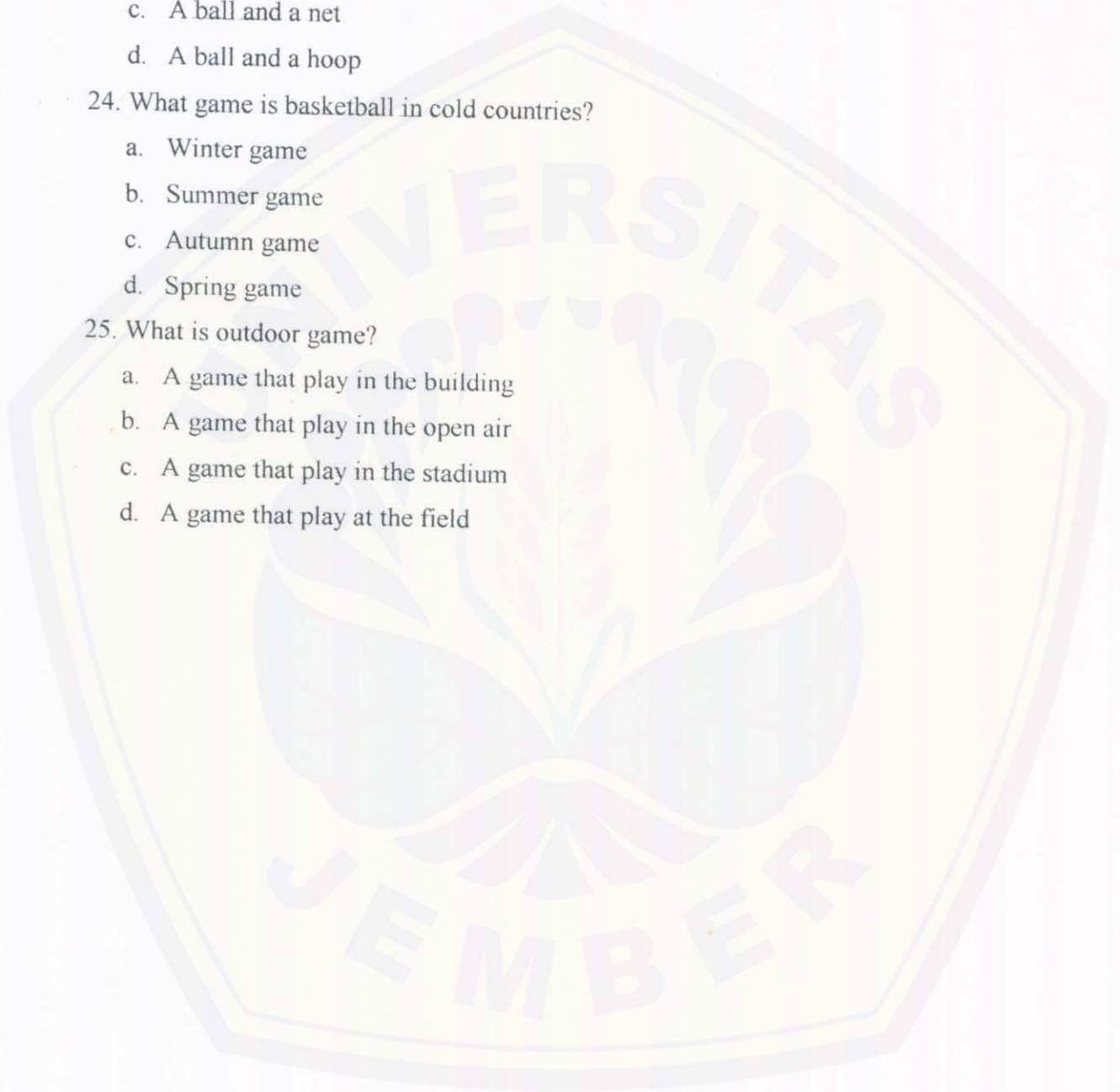
**Paragraph 5**

Basketball is popular in many countries. One reason for this is that it is inexpensive. A ball and a hoop are all you need. Moreover, it is exciting. There is always lot of action. Additionally, it is a healthy sport that both man and woman can play. Furthermore, it is both an indoor and outdoor game. In warm countries the game is played outdoors all year. In cold countries, it is a winter game. In such countries, basketball is usually played indoors.

(Taken from Wishon and Burks,1980:83-84)

21. What is the above paragraph talking about?
- Basketball is inexpensive
  - Basketball is exciting
  - Basketball
  - Basketball is a healthy sport
22. What is the main idea of the paragraph?
- Basketball is popular in many countries
  - The reasons why basketball is popular in many countries
  - Basketball is popular game
  - Basketball is both an indoor and outdoor game

23. What do we need to play basketball?
- a. Indoor and outdoor game
  - b. A ball and a basket
  - c. A ball and a net
  - d. A ball and a hoop
24. What game is basketball in cold countries?
- a. Winter game
  - b. Summer game
  - c. Autumn game
  - d. Spring game
25. What is outdoor game?
- a. A game that play in the building
  - b. A game that play in the open air
  - c. A game that play in the stadium
  - d. A game that play at the field



**Appendix 4**

**Answer Key**

Paragraph 1	1	d	Paragraph 4	16	d
	2	b		17	c
	3	a		18	d
	4	c		19	a
	5	b		20	c
Paragraph 2	6	b	Paragraph 5	21	c
	7	d		22	a
	8	a		23	d
	9	c		24	a
	10	d		25	b
Paragraph 3	11	b			
	12	a			
	13	d			
	14	a			
	15	b			

Appendix 5 : The Result of Homogeneity Test

x	IIA		IIB		IIC		IID		IIE		Total		f.(x) <sup>2</sup>
	f	fx	f	fx	f	fx	f	fx	f	fx	f	fx	
85	0	0	0	0	1	85	1	85	0	0	2	170	14450
84	0	0	0	0	0	0	1	84	0	0	1	84	7056
83	0	0	1	83	0	0	0	0	0	1	83	6889	
82	0	0	0	0	1	82	0	0	0	1	82	6724	
81	1	81	0	0	0	0	0	1	81	4	324	26244	
80	2	160	1	80	2	160	1	80	1	80	7	560	44800
79	0	0	0	0	0	0	0	3	237	3	237	18723	
78	0	0	1	78	2	156	0	0	1	78	4	312	24336
77	1	77	0	0	0	0	2	154	0	0	3	231	17787
76	1	76	0	0	0	0	2	152	1	76	4	304	23104
75	5	375	7	525	2	150	4	300	6	450	24	1800	135000
74	2	148	4	296	2	148	2	148	1	74	11	814	60236
73	0	0	0	0	1	73	1	73	0	0	2	146	10658
72	1	72	1	72	2	144	1	72	0	0	5	360	25920
71	2	142	1	71	0	0	1	71	0	0	4	284	20164
70	7	490	3	210	4	280	2	140	4	280	20	1400	98000
69	1	69	1	69	2	138	2	138	1	69	7	483	33327
68	1	68	4	272	0	0	1	68	1	68	7	476	32368
67	4	268	1	67	0	0	2	134	0	0	7	469	31423
66	0	0	0	0	2	132	0	0	2	132	4	264	17424
65	5	325	4	260	3	195	4	260	4	260	20	1300	84500
64	1	64	0	0	0	0	0	1	64	2	128	8192	
63	1	63	0	0	1	63	1	63	1	63	4	252	15876
62	1	62	0	0	1	62	1	62	3	186	6	372	23064
61	0	0	1	61	1	61	3	183	4	244	9	549	33489
60	3	180	3	180	7	420	2	120	2	120	17	1020	61200
59	0	0	2	118	2	118	0	0	0	4	236	13924	
58	1	58	1	58	1	58	3	174	3	174	9	522	30276
57	0	0	0	0	0	0	1	57	0	0	1	57	3249
56	0	0	1	56	1	56	0	0	0	2	112	6272	
55	1	55	3	165	2	110	3	165	0	0	9	495	27225
54	0	0	0	0	1	54	0	0	1	54	2	108	5832
53	0	0	0	0	1	53	1	53	0	0	2	106	5618
52	0	0	0	0	1	52	0	0	1	52	2	104	5408
51	0	0	1	51	0	0	1	51	1	51	3	153	7803
50	2	100	3	150	2	100	1	50	2	100	10	500	25000
40	1	40	1	40	0	0	1	40	0	0	3	120	4800
28	1	28	0	0	0	0	0	0	0	1	28	784	
Total	45	3001	45	2962	45	2978	45	2977	45	2981	225	14899	1005013

The Computation of Homogeneity Test

$$1. SST = \sum f(x)^2 - \frac{\Sigma(fx)^2}{N}$$

$$= 1005013 - \frac{(14899)^2}{225}$$

$$= 1005013 - \frac{221980201}{225}$$

$$= 1005013 - 986578,671$$

$$= 18434,329$$

$$2. SSB = \frac{(\Sigma x_1)^2 + (\Sigma x_2)^2 + (\Sigma x_3)^2 + (\Sigma x_4)^2 + (\Sigma x_5)^2}{n} - \frac{(\Sigma x)^2}{N}$$

$$= \frac{(3001)^2 + (2962)^2 + (2978)^2 + (2977)^2 + (2981)^2}{45} - \frac{(14899)^2}{225}$$

$$= 986595,329 - 986578,671$$

$$= 17,307$$

$$3. SSW = SST - SSB$$

$$= 18434,329 - 17,307$$

$$= 18417,022$$

$$4. dfb = k - 1$$

$$= 5 - 1$$

$$= 4$$

$$dfw = N - k$$

$$= 225 - 5$$

$$= 220$$

$$5. Sa^2 = \frac{SSB}{dfb}$$

$$= \frac{17,307}{4}$$

$$= 4,327$$

$$Sd^2 = \frac{SSW}{dfw}$$

$$= \frac{18417,022}{220}$$

$$= 83,714$$



$$\begin{aligned} 6 \quad F &= \frac{Sa^2}{Sd^2} \\ &= \frac{4,327}{83,714} \\ &= 0,052 \end{aligned}$$

Notes :

SST = Sum of Squares total

SSB = Sum of Squares between groups

SSW = Sum of Squares within groups

Sa<sup>2</sup> = Variance Estimate between groups

Sd<sup>2</sup> = Variance within groups

dfb = Degree of freedom between groups

dfw = Degree of freedom within groups

F = Total Variance Estimate

K = Number of Group

N = Total respondent

n = Number of respondent every class

TABEL F

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

d.b. untuk KR Pembagi	d.b. untuk Kuadrat Rerata Pembilang									
	9	10	11	12	11	16	20	24		
1	2,41	2,42	2,43	2,44	2,45	2,46	2,48	2,49		
2	6,032	6,056	6,082	6,106	6,142	6,169	6,208	6,234		
3	19,38	19,39	19,40	19,41	19,42	19,43	19,44	19,45		
4	29,38	29,40	29,41	29,42	29,43	29,44	29,45	29,45		
5	4,81	3,73	3,75	3,74	3,71	3,69	3,66	3,54		
6	27,34	27,23	27,13	27,05	26,92	26,83	26,69	26,50		
7	6,00	5,95	5,93	5,91	5,87	5,84	5,80	5,77		
8	14,56	14,54	14,45	14,37	14,24	14,15	14,02	13,93		
9	4,73	4,74	4,70	4,68	4,64	4,60	4,56	4,51		
10	10,15	10,05	9,96	9,89	9,77	9,68	9,55	9,47		
11	4,10	4,06	4,03	4,00	3,96	3,92	3,87	3,84		
12	7,93	7,87	7,79	7,72	7,60	7,52	7,39	7,31		
13	3,68	3,53	3,50	3,57	3,52	3,49	3,44	3,41		
14	6,71	6,62	6,54	6,47	6,35	6,27	6,15	6,07		
15	3,39	3,34	3,31	3,28	3,23	3,20	3,15	3,12		
16	5,91	5,82	5,74	5,67	5,56	5,48	5,36	5,28		
17	3,18	3,13	3,10	3,07	3,02	2,98	2,93	2,90		
18	5,35	5,26	5,18	5,11	5,00	4,92	4,80	4,73		
19	3,02	2,97	2,94	2,91	2,86	2,82	2,77	2,74		
20	4,95	4,85	4,78	4,71	4,60	4,52	4,41	4,33		
21	2,90	2,86	2,82	2,79	2,74	2,70	2,65	2,61		
22	4,63	4,54	4,46	4,40	4,29	4,21	4,10	4,02		
23	2,80	2,75	2,72	2,69	2,64	2,60	2,54	2,50		
24	4,39	4,30	4,22	4,15	4,05	3,93	3,85	3,73		
25	2,72	2,67	2,63	2,60	2,55	2,51	2,46	2,42		
26	4,19	4,10	4,02	3,95	3,85	3,73	3,67	3,59		
27	2,55	2,50	2,55	2,53	2,48	2,44	2,39	2,35		
28	4,03	3,94	3,86	3,80	3,70	3,62	3,51	3,43		
29	2,52	2,55	2,51	2,48	2,43	2,39	2,33	2,29		
30	3,89	3,80	3,73	3,67	3,56	3,48	3,36	3,29		
31	2,54	2,49	2,45	2,42	2,37	2,33	2,23	2,24		
32	3,78	3,69	3,61	3,55	3,45	3,37	3,25	3,18		

(ber sambung)

TABEL F

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

d.b. untuk KR Pembagi	d.b. untuk Kuadrat Rerata Pembilang									
	1	2	3	4	5	6	7	8		
100	3,94	3,09	2,70	2,46	2,10	2,19	2,10	2,03		
125	6,90	4,52	3,98	3,51	3,20	2,99	2,32	2,59		
150	3,92	3,07	2,52	2,44	2,29	2,17	2,05	2,01		
200	6,84	4,73	3,94	3,47	3,17	2,95	2,79	2,55		
300	3,91	3,05	2,57	2,43	2,27	2,16	2,07	2,00		
400	6,81	4,75	3,91	3,44	3,14	2,92	2,76	2,52		
500	3,89	3,04	2,55	2,41	2,25	2,14	2,05	1,93		
600	6,76	4,71	3,82	3,41	3,11	2,90	2,73	2,60		
700	3,85	3,02	2,52	2,39	2,23	2,59	2,03	1,96		
800	6,66	4,58	3,83	3,36	3,05	2,85	2,59	2,55		
900	3,84	3,00	2,51	2,35	2,22	2,10	2,02	1,95		
1.000	6,64	4,50	3,80	3,34	3,04	2,82	2,56	2,53		
								1,94		
								2,51		

(ber sambung)





**Appendix 8 : The Analysis of Items Difficulty**

No	N	B	I	Category
1.	45	10	0,22	Difficult
2.	45	8	0,17	Difficult
3.	45	18	0,4	Enough
4.	45	14	0,31	Enough
5.	45	9	0,2	Difficult
6.	45	7	0,15	Difficult
7.	45	15	0,33	Enough
8.	45	15	0,33	Enough
9.	45	14	0,31	Enough
10.	45	10	0,22	Difficult
11.	45	14	0,31	Enough
12.	45	16	0,35	Enough
13.	45	15	0,33	Enough
14.	45	15	0,33	Enough
15.	45	12	0,26	Difficult
16.	45	15	0,33	Enough
17.	45	14	0,31	Enough
18.	45	14	0,31	Enough
19.	45	16	0,35	Enough
20.	45	14	0,31	Enough
21.	45	16	0,35	Enough
22.	45	14	0,31	Enough
23.	45	15	0,33	Enough
24.	45	10	0,22	Difficult
25.	45	16	0,35	Enough

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

**Notes :**

N : Number of Respondents

B : Number of Right Answer

I : Difficulty Index

(Sudjana, 1991:137)

**The criteria of difficulty index**

0 – 0,30 : Difficult

0,31 – 0,70 : Enough

0,71 – 1,00 : Easy

TABEL NILAI  $r$  NILAI  $r$  PRODUCT-MOMENT,  
DENGAN TARAF SIGNIFIKANSI 5% DAN 1%.

N	Taraf Signifikansi		N	Taraf Signifikansi	
	5%	1%		5%	1%
3	0,977	0,999	33	0,320	0,413
4	0,950	0,990	39	0,316	0,408
5	0,878	0,959	40	0,312	0,403
6	0,811	0,917	41	0,308	0,398
7	0,754	0,874	42	0,304	0,393
8	0,707	0,834	43	0,301	0,389
9	0,666	0,798	44	0,297	0,384
10	0,632	0,765	45	0,294	0,380
11	0,602	0,735	46	0,291	0,376
12	0,576	0,708	47	0,288	0,372
13	0,553	0,684	48	0,284	0,368
14	0,532	0,661	49	0,281	0,364
15	0,514	0,641	50	0,279	0,361
16	0,497	0,623	55	0,266	0,345
17	0,482	0,606	60	0,254	0,330
18	0,468	0,590	65	0,244	0,317
19	0,456	0,575	70	0,235	0,306
20	0,444	0,561	75	0,227	0,296
21	0,433	0,549	80	0,220	0,286
22	0,423	0,537	85	0,213	0,278
23	0,413	0,526	90	0,207	0,270
24	0,404	0,515	95	0,202	0,263
25	0,396	0,505	100	0,195	0,256
31	0,355	0,456	400	0,098	0,128
32	0,349	0,449	500	0,088	0,115
33	0,344	0,442	600	0,080	0,105
34	0,339	0,436	700	0,074	0,097
35	0,334	0,430	800	0,070	0,091
36	0,329	0,424	900	0,065	0,080
37	0,325	0,418	1000	0,062	0,081

4). Ibid. p.273.

**Appendix 10 : School Facilities**

No	Kinds of Facilities	Total
1.	Class rooms	14
2.	Laboratory rooms	4
3.	Library	1
4.	Counsel room	1
5.	Teachers room	1
6.	Headmaster room	1
7.	Administration room	1
8.	Kitchen room	1
9.	OSIS room	1
10.	Canteen room	2
11.	Kopsis room	1
12.	UKS room	1
13.	Mosque	1
14.	Bathroom for the teachers	1
15.	Bathroom for the students	6
16.	Gardener room	4
17.	Parking Area	2

Source : Administration of SLTP 3 Jember

The List of English Teachers at SLTP 3 Jember

Nama	NIP	Pendidikan		Mengajar	Pangkat / Golongan	Masa Kerja		Penataran yang Pernah Diikuti		
		Ijasah	Jurusan			Th	Th	Bl	Bid. Studi	Th
Artati	130 898 451	DI	Bhs. Inggris	1969	III / a	16	10	MGMP	1988 / 1989	-
Agawati	131 678 280	DIII	Bhs. Inggris	1996	III / a	10	10	PKG BIG	1993	-
Abijanti	130 796 599	PGSLP	Bhs. Inggris	1979	III / a	17	10	MGMP	-	-

Registration of SLTP 3 Jember





**Appendix 12: The List of The Research Repondents**

No.	The Name of The Research Respondents
1.	Aditya Zain Haritzah
2.	Aditya Wihendarto
3.	Agus Mahardhika S.
4.	Aisa Tri Agustini
5.	Andini Yuliandari
6.	Aprilianto Fatwan Dimas
7.	Bunga Rizki Amalia
8.	Citra Oktavia
9.	Deny Arianto Prabowo
10.	Desi Nur Cahyasari
11.	Dian Artha Wijaya
12.	Duwi Kurniati Agustina
13.	Dwi Mariyanti
14.	Fadrizal Merdhianto
15.	Fevtrisulistiyarningsih
16.	Friska Tantiyas W.
17.	Gunawan Hadi Priono
18.	Iski Weni Pebriarti
19.	Komang Asri Wardhani
20.	Lilla Meinita Adiba F.
21.	Lisus Setyowati
22.	Mega Fitriani Suswoko
23.	Nabilah
24.	Novel Agung Praba R.
25.	Nugraha Hariya W.
26.	Palupi Tyas Asih
27.	Putu Wija Widoyarin
28.	Radhita Kharisma
29.	Resita Dwi Ayuni
30.	Resky Sariningrum
31.	Ria Putri Purnamasari
32.	Ria Sri Hardiningtyas
33.	Rizky Djaka Putra Pratama
34.	Rizal Pratama Hidayat
35.	Rizka Fitriani
36.	Robby Firian Taufani
37.	Roni Hendra Kurniawan
38.	Sanjayanto Nugroho
39.	Sarwendah Okky L.
40.	Shinta Anindya Ayu O.
41.	Joko
42.	Tri Panca Yanuar
43.	Vina Pramudya Hapsari
44.	Yanuar Indra Rukmana
45.	Yogi Ifaqtullah G.

Source : Administration of SLTP 3 Jember



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 : 2 7 3 5 /J25.1.5/PL5/2002

Jember, 31 Agustus.....,2002

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala SLTP 3.....

Jember  
di -  
tempat

*Bu Ijth yth  
tolong ybs dibenarkan surat  
keterangan bahwa ybs telah  
melaksanakan penelitian  
tgl 19/8 -002  
skhan, s.h*

*Kepph 24/8-002*

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

Nama : Kani Farida Wlfa Sandi.....

Nim : 970210401038.....

Jurusan/Program : PBS/Pend. Bhs. Inggris.....

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

A. Descriptive Study of The Difficulties in Comprehending  
Paragraph of The Second Year Students of SLTP 3 Jember  
in The 2002/2003 Academic Year

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

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

*Bu Ijth Kertati  
tolong ybs dibenarkan untuk  
menyelesaikan studinya  
skhan s.h*

*Kepph  
24/8-002*



an Dekan  
antu Dekan I,

MISNO AL, M.Pd  
NIP. 130 937 191



PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
SEKOLAH LANJUTAN TINGKAT PERTAMA  
**SLTP NEGERI 3 JEMBER**

Jalan Jawa No. 9 Telp. 0331 (335334) – Jember

**SURAT KETERANGAN**

Nomor : 42173/738/436.318.27/2002

Yang bertanda tangan di bawah ini Kepala SLTP Negeri 3 Jember menerangkan bahwa :

Nama : HENI FARIDA ULFA SANDI  
N I M : 970210401038  
JURUSAN/PROGRAM : PBS/Pend. Bhs. Inggris  
FAKULTAS : Fak. Keguruan Dan Ilmu Pendidikan  
Universitas : UNEJ - Jember

Telah melaksanakan penelitian di sekolah kami dengan judul :

A DESCRIPTIVE STUDY OG THE DIFFICULTIES IN COMPREHENDING  
PARAGRAPH OF THE SECOND YEAR STUDENTS OF SLTP 3 JEMBER IN  
THE 2002/2003 ACADEMIC YEAR

Yang dimulai tanggal 19 Agustus 2002.

Demikian surat keterangan ini dibuat untuk dapatnya dipergunakan sebagaimana mestinya.

Jember, Agustus 2002  
Kepala SLTP 3 Jember,  
  
R. JONO  
NIP. 150 261 168



DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : Heni Farida Ulfa Sandi  
 NIM/Angkatan : 970210401038 / 1997  
 Jurusan/Program Studi : PBS/ Pend Bhs. Inggris  
 Judul Skripsi : A Descriptive Study of the Difficulties in Comprehending Paragraph of the Second Year Students of SLTP 3 Jember in the 2002/2003 Academic Year  
 Pembimbing I : Dra. Zakiyah Tasnim, MA  
 Pembimbing II :

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Jumat/2 November 2002	Judul	<input checked="" type="checkbox"/>
2.	Selasa/13 Nov	Matrix & Bab I	<input checked="" type="checkbox"/>
3.	Senin/26 Nov	Bab I	<input checked="" type="checkbox"/>
4.	Jumat/15 Feb 02	Bab II	<input checked="" type="checkbox"/>
5.	Sabtu/2 Maret	Bab II	<input checked="" type="checkbox"/>
6.	Kamis/14 Maret	Bab III	<input checked="" type="checkbox"/>
7.	Jumat/29 Maret	Bab III	<input checked="" type="checkbox"/>
8.	Rabu/3 April	Instrument	<input checked="" type="checkbox"/>
9.	Sabtu/27 April	Bab I, II & III	<input checked="" type="checkbox"/>
10.	Rabu/3 Juli	Bab I, II & III	<input checked="" type="checkbox"/>
11.	Rabu/21 Agustus	Bab IV & V	<input checked="" type="checkbox"/>
12.	Senin/26 Agustus	Bab IV & V	<input checked="" type="checkbox"/>
13.			
14.			
15.			

KATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi  
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

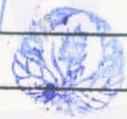
**DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

**LEMBAR KONSULTASI PENYUSUNAN SKRIPSI**

N a m a : Heni Farida Ulfa Sandi.....  
 NIM/Angkatan : 970210401038/1997.....  
 Jurusan/Program Studi : PBS/Pend. Bhs. Inggris.....  
 Judul Skripsi : A Descriptive Study of the Difficulties in Comprehending.....  
 Paragraph of the Second Year Students of SLTP 3 Jember.....  
 in the 2002/2003 Academic Year.....  
 Pembimbing I : .....  
 Pembimbing II : Drs. I Putu Sukmaantara, MEd.....

**KEGIATAN KONSULTASI**

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Sabtu/16 Maret	Judul, Matrix, Bab I & Bab II	<i>[Signature]</i>
2.	Sabtu/23 Maret	Bab I & Bab II	<i>[Signature]</i>
3.	Selasa/16 April	Bab III & Instrument	<i>[Signature]</i>
4.	Kamis/25 April	Bab III & Instrument	<i>[Signature]</i>
5.	Senin/29 April	Bab I II & III	<i>[Signature]</i>
6.	Kamis/4 Juli	Bab I, II & III	<i>[Signature]</i>
7.	Senin/9 September	Bab IV & V	<i>[Signature]</i>
8.			
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UNIVERSITAS JEMBER

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