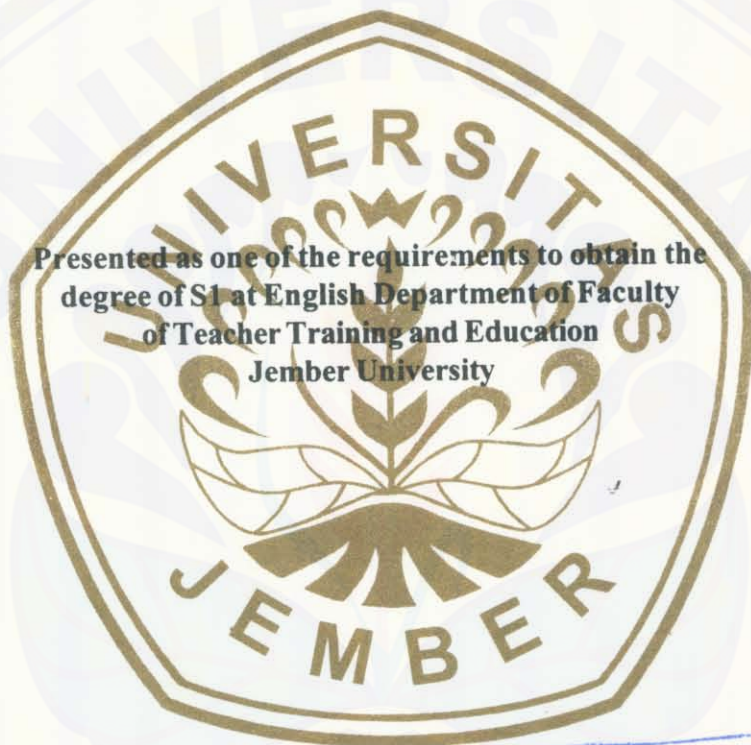




**THE DESCRIPTIVE STUDY OF THE STUDENTS' DIFFICULTIES IN  
READING COMPREHENSION IN SMU PURWOSARI  
PASURUAN IN THE ACADEMIC  
YEAR 2000/2001**

**THESIS**

Presented as one of the requirements to obtain the  
degree of S1 at English Department of Faculty  
of Teacher Training and Education  
Jember University



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NIM. 9302107142

**FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
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2001**

MOTTO

*Book is the most patient  
teacher in the world*

(Proverb)

**DEDICATION**

This thesis is dedicated to :

1. My Parents, grandmother and sister
2. All my beloved lectures
3. All of my friends
4. My beloved almamater

## APPROVAL

This thesis is approved and received by the examination committee of the Faculty of Teacher Training and Education, Jember University.

Day : Tuesday

Date : January. 30<sup>th</sup> 2001

Place : Faculty of Teacher Training and Education, Jember University.

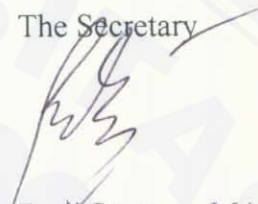
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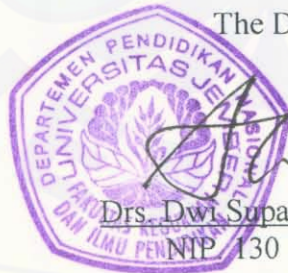
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## Acknowledgments

First of all, I would like to express my grateful gratitude to Allah SWT. Who has given me the ability to finish this thesis. My gratitude's are also due to :

1. The Dean of Faculty of Teacher Training and Education
2. The Chairwoman of Language and Arts Department
3. The first and second consultants who have given me guidance and advice
4. The Headmaster of SMUN Purwosari - Pasuruan
5. The English teacher of the first year student of SMUN Purwosari
6. My friend, student of English Program

Finally, I have done the best for this thesis, therefore, I expected that it will be useful not only for myself but also for readers.

Jember, Januari 2001

YAKUB MULYONO

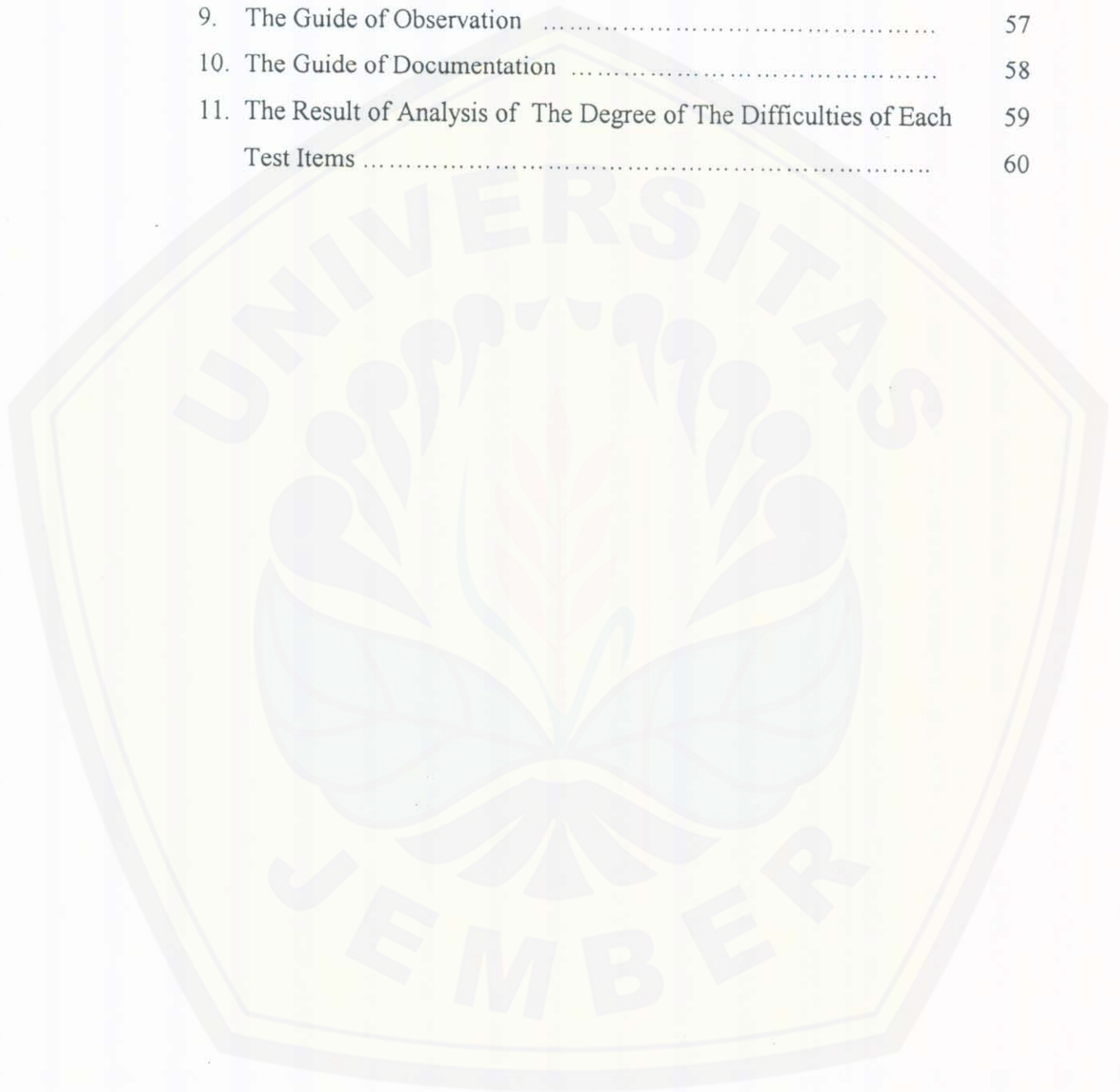
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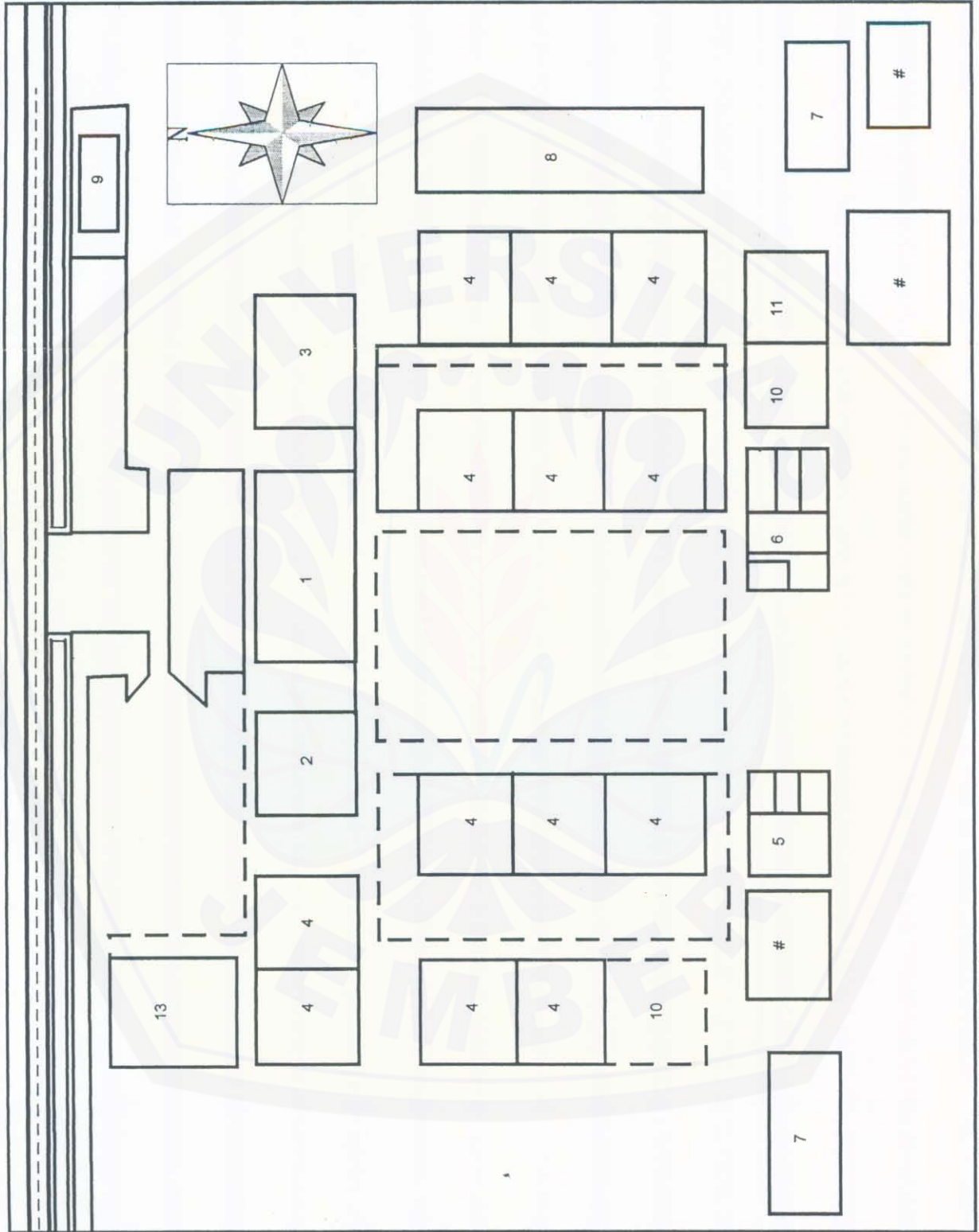
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THE PLAN OF SMUN PURWOSARI

Notes:

- 1, Official room
- 2, Library
- 3, Teachers' room
- 4, Classroom
- Laboratory
- 6, Skilled room
- 7, Lavatory
- 8, Bicycle park
- 9, Dutiful house
- 10, The plan of classroom
- 11, Laboratory of chemistry
- 12, Gardener's house
- 13, Auditory
- 14, Skilled room
- 15, House of workshop



## ABSTRACT

Yakub Mulyono, The Descriptive Study of the Students Difficulties in Reading Comprehension in SMUN Purwosari in the Academic Year 2000/2001, Thesis, English Program, Language and Arts Department, Teacher Training and Education Faculty, Jember University.

Consultants: {1} Dra. Wiwiek Istianah, M.Kes, MEd

{2} Drs. Budi Setyono, MA

Learning is the proses of behavioral changing that is relatively constan by exercise or exsperience. So that is why, the English language teaacher learning proses of the senior high school (SMU) is call success if there is the changed behavior. Then the fourth skill which are the target; the skill of reading is on the first priority. A study for investigation what the difficulties on reading comprehension of the second students of SMUN in the academic year 2000/2001, it is necessarily conducted in order to answer the problem raised. This research is especially in SMUN Purwosari hoped to be usefull for SMUN Purwosari for giving the direction about the aspect should be emphasised in teaching English Language especially reading comprehension; and for the university for conducting more through research about the difficulties on reading comprehension.

This research was conducted from January 4<sup>th</sup> to January 10<sup>th</sup> 2001. It was begun by reviewing the literature in order to get the directions about the aspect of reading comprehension. The data were got from the total students of SMUN Purwosari {Population Research} in the second year in the academic year 2000/2001 as the respondents by using test, completed by the methods of interview, documentation and observation. The method used to analyse the data is the table percentage. The result of analysing the data shows that the relative error of the difficulties on reading comprehending in the aspect of comprehending the whole of text gets 23,6%; finding the description or the generalisation of the text gets 23.6%; finding the main idea gets 19,7%; finding the details of the paragraph gets 18,055% and understanding the words, phrases and sentences meaning gets 19,5%. The interpretation of the data analysis shows that the difficulty on comprehending the whole of the text exceeds 9,1% comparing with the difficulty on understanding the words, phrases and sentences meaning; exceed 3,9% from the difficulty on finding the main idea, exceeds 4,1% from the finding the details of the paragraph and 1,0% from the difficulty on finding the description or the generalisation of the text. The suggestion given from the conclusion above is for the English Teachers to give more stress to the aspects of the difficulties on reading comprehension, also the school should be served more completed equipment's in order to support the teachers in applying their strategies in teacing learning process.

Key Words : the difficulties in reading comprehension

## CHAPTER I INTRODUCTION

### 1.1 The Background of the Study

In modern life, learning depends largely upon one's ability to interpret the printed page accurately and fully. Therefore, reading is considered as the most important skill in language.

Strang (1967:6) says that reading proficiency is the royal road to knowledge; it is essential to the success in all academic subjects. By reading students get not only information or knowledge but also enjoyment. It provide experience through with the individual may expand their horizon; extend, and intensify their interest; and gain deeper understanding of himself, of other human being, and of the world. So, reading can function as means of knowledge enrichment and offer satisfaction as well as the additional form of recreation. It brings us into contact with the understanding of the complexity of our civilization.

Reading as one of the four-language skills becomes the central of teaching and learning process. Most of teaching and learning processes are associated with reading skill. Lewis and Sisk (1963:181) say that the author of standard English textbook have computed that everyday a student is required to read something, occasionally as much as thirty pages a day. It means that the students must be accustomed to reading.

Reading, on the other hand, is not simply looking. It involves deriving meaning from the printed materials. As Anderson (1969:106) says "All 'reading' is reading to understand". It means that the students must understand what they read. Reading without understanding means getting nothing.

As matter of fact, most of the students of foreign language find some difficulties in understanding material. Simanjuntak (1988:9) says that they tend to focus on the word rather than on the entire text, so they will read slowly and word by word and have unreasonable expectation about how much they should be able to understood.

While Sadtono as quoted by Antony and Richards (1974:61) makes conclusion based on the UNESCO Team dates that the ability of the students of Indonesia in comprehending the passage is very low. Then, the score of the TOEFL test of the university Indonesian students who study in America shows that they have the highest score in structure and written expression (41,5%), on listening comprehension (24,4 %), and reading comprehension is just 20,7 % (Alwasilah, 1994:120). Further, from the result of the research conducted by Suhadi and Kusumawaty (1994:23), it was shown that the student of SMUN in Jember on the first grade still have the lower ability in reading comprehension, so they have the difficulties on reading comprehension.

Reading with understanding means reading for comprehension, as Thurner says, "Reading comprehension involves taking meaning to a text in order to obtain meaning from that text"(1989:159).

Based on the explanation above, the writer is interested in presenting the problem in the discussion. The purpose in conducting this research is to know what difficulties of reading comprehension faced by the second year students SMUN Purwosari in the academic year 2000/2001.

## **1.2 The Problem of the Study**

Problem means question to be solved or decided especially something difficult (Hornby, 1986:665).

Further Suryabrata (1980:644) states that a research problem is the target or the object that need to be solved in a research.

The problem of this research is "What are the difficulties in reading comprehension faced by the second year students of SMUN Purwosari in the academic year 2000/2001?"

### 1.3 The Operational Definition of the Variable

It is necessary to give the operational definition of the variable in order to make the same perception between the writer and the readers.

Kerlinger (1973:29) says, "A variable is a symbol to which numerals of values are assigned. For example, x is a symbol to which we assign numerical values".

Meanwhile, Suryabrata (1980:568) states that variable means something to be an object of observation in a research. Sometimes variable of research is an active factor or indication to be conducted.

Based on the statements above, variable is the object of a research as, the symbol, which the numerical values are assigned. In this study, the variable is the difficulties in reading comprehension of the second year students of SMUN Purwosari in the academic year 2000/2001.

#### 1.3.1 Difficulties on Reading Comprehension

Difficulty means the state or quality of being difficult that requires effort, strength, skill, or ability (Hornby, 1986:240).

A reader must understand the words and the idea from the written passage, unless he just reads without understanding of what he reads (Rossalie, 1982:92).

While in the GBPP of SMU 1994, the quality of reading comprehension of the students are applied as: finding the specific information, finding the description of the text, finding the main idea, guessing the words meaning, phrases and sentences based on the context and understanding the whole text (GBPP, 1994).

Anderson (1969:107) states that there are three levels of comprehension : (1) Reading The Lines, the level of literal meaning, (2) Reading Between The Lines, the level of interpretation, and (3) Reading Beyond The Lines, the level of inference and generalization.

Based on the statements above, the writer concludes that the difficulties in reading comprehension are the difficulties faced by the students in comprehending



the written materials. And the difficulties are: the difficulties on reading the lines consists of: the difficulties on understanding the words, and sentences meanings from the context, the difficulties on finding the main idea of the paragraphs, and finding the details of the paragraphs. Reading between the lines consists of the difficulties on comprehending the whole text; and Reading Beyond the Lines consists of: finding the description or the generalization of the text.

## **1.4 The Research Area**

Determining the place where the research conducted is very important. In this study the writer will conduct the research in SMUN Purwosari.

## **1.5 The Respondents and Informants**

Arikunto (1989:102) states that respondent is one who gives respond or answer to the question given by the researcher either orally or writtenly.

Dealing with this research, the writer determines the respondent of this research is the second year student of SMUN Purwosari in the academic year 2000/2001.

Besides the respondents, the writer would also get the data from the informants, those are (1) The Head Master, (2) The English Teachers, and (3) The Administrative Staffs.

## **1.6 The Objective of the Study**

Based on the background and the problem of the study above, the objective of the study is to describe the difficulties in reading comprehension of the second year students of SMUN Purwosari in the academic year 2000/2001.

## 1.7 The Significance of the Study

In choosing the topic of the research, it is important for the writer to mention the significance of the study, not only for the sake of the researcher needs, but also for the social purposes (Hadi, 1987:54).

The significance of this researches at least for the personnel below:

### 1. The English Teachers

By the description of the difficulties in reading comprehension and the revelation of the percentage of each difficulty, it will be an important input for them in improving their work, particularly in guiding the students to get better reading skill. Based on this information, the teachers can give reinforcement in teaching reading comprehension to the aspects of the difficulties, which is the highest percentage. So, the teachers can increase the effectiveness and the efficiency of the process of teaching learning to solve the limited effective time available to get the target of the curriculum.

### 2. The Students

It is hoped that the information of these findings, can develop students' reading ability by some activities in groups or individually in classes or out of the classes by the reinforcement of the difficulties which have big percentage, so they will do the activities more active and efficient.

### 3. The Educational Researcher

The researcher, especially in reading subject can put the result of this research as an input to conduct further research, especially in an attempt to cope with reading comprehension difficulties.

## CHAPTER II THE REVIEW OF THE LITERATURE

### 2.1 Reading Comprehension

It has been stated in the first chapter that reading comprehension is a process of getting or acquiring meaning and understanding from written or printed language material.

In addition, Rehgels (1982:54) also writes about reading comprehension as follows:

“Reading comprehension can be described as the result a successful interaction of a reader with a text, and the schema theory and linguistics theory are valuable for what they have to say about the parties to that interaction. Theorists have found it helpful, for example: to conceive of the reader’s prior knowledge as organized in frameworks, or schemata, each of which interrelates all of his or her knowledge about a particular topic, and to describe the text by the case relationship of its noun phrases to its verbs”.

Further Thurner in “Teaching Reading” states that reading comprehension involves taking means to a text in order to obtain the meaning that text. An individual may be said to comprehend a text fully when he can:

1. Recognize the words and sentences of the text and know what these word and sentences mean (obtain literal meaning).
2. Associate meaning, both denotative and connotative from personal experiences with the printed text (obtain inferential meaning).
3. Recognize how all these meanings and / or his perception of them fit together contextually.
4. Make value judgment about, and based on, the reading experience (read critically).

From the opinions above, it is clear that in reading comprehension, someone or a student should involve his integration or prior knowledge with information in the text in order to comprehend that text, while he should decide what kind of purpose he

wants to get from the text he reads; in other words he will obtain literal meaning or inferential meaning, etc.

Anderson (1969:106-107) in “ Efficient Reading – A Practical Guide “ states that there are three important levels of comprehension and the good readers read at all three. They are:

1. Reading the lines.

What did the author say?

This is the level of literal meaning.

2. Reading between the lines

What did the author mean?

This is the level of interpretation.

3. Reading beyond the lines

What generalization may be made?

This is the level of inference and generalization.

While in the 1994 GBPP of SMU, the quality of reading comprehension of the students are applied as: finding the specific information, finding the description of the text, finding the main idea, guessing the words meaning, phrases and sentences based on the context and understanding the whole of the text

## 2.2. Reading Comprehension Difficulties

Reading comprehension difficulties in this study refers to the difficulties faced by the students in comprehending the written materials. And the difficulties include: the difficulties in reading the lines that consists of: the difficulties in understanding the words, and sentence meaning from the context, and also the difficulties in finding the main idea of the paragraphs, and the detail: Reading Between the Line that consist of: the difficulties in comprehending the whole of the text.

### **2.2.1. The Difficulties on Reading the Lines**

The difficulties of reading comprehension in this level is to derive literal meaning from sequential words and their grammatical relations to each other (the syntax) in sentences, paragraph, and chapter (Strang, 1964: 11)

Anderson (1969:107) gives a good expression: “Reading a play is a good example for the level of comprehension. At the lowest level is just reproduction of the playwright’s words. At the next level the author’s meaning emerges. The professional actor epitomizes the highest level. He lives and creates the part.

Further, Strang (1964:12) states that one possible way of extracting the literal meaning of paragraph is for the reader to hold in mind the content of the first sentence, while recognizing and relating the subsequent words and noting their sequence and relative importance. The reader then notes the words or sentence meanings, main idea, and details.

The difficulties of reading the lines in this study includes (1) understanding the words, and sentence meaning; (2) finding the main idea of the paragraph.

#### **(1) The Difficulties in Understanding the Words, and Sentence Meaning**

In this study what is meant by understanding the words, and sentence meaning is guessing the meaning according to the context by comprehending them, so it is not the meaning of the words when they are put out of the text.

Words can be tricky and elusive – but only we let them (Anderson, 1969: 73). He states further that words can be swift and sharp, rapier-like their hurtful thrust. But they can also be gentle and calm, warm and welcoming, light and humorous, bold and brash. Then again, they can be crisp and precise, informative and pertinent. Words not only help you communicate your thought and ideas to others, but they also help you to understand what others think, feel and mean.

From the idea above, it is clear that a word can have more than one meaning; based on the context. While Froe (1962: 208) states “If your understanding of word is

limited, you will have many difficulties in grasping the author's message; however, if you know what words mean, you can read right along with easy".

According to Simanjuntak (1988: 23) comprehension word meaning is the same as word-attack skills. Further, he states that word attack skills deal with how a reader tackles the unknown words that block comprehension. The word-attack skills cover morphological information, inference from context and learning to ignore difficult words.

Morphological information is the ability to understand the meaning of affixes and roots, and the way they used to build words. They are very useful to tackle new lexical items.

In addition, inference from context is the ability to know the meaning of the word by considering its context. The reader will be able to do this by making use of the context in which the word occurred, in order to give him an idea of its meaning.

The ability to identify the source of difficulty and to judge whether a word is worth attending to or not is concluded in learning to ignore difficult words. They are some kinds of difficulty that effective readers have to be able to deal with: (1) Idiom: a lexical item consisting of several words, with a meaning that can not be deduced from the meaning of the individual words; (2) Synonym: a word with the same meaning as another in the same language but often with different implication and association; (3) Antonym: word that is contrary in meaning to another; and (4) Using a Dictionary: this is the skill used to find the meaning of the words by using a dictionary.

Based on the explanation above, the writer can assess the difficulties of knowing the words meaning especially on morphological information, inference from context, or learning to ignore difficult words.

While knowing the sentence meaning, Strang (1964:314) in "The Improvement of Reading" states that "No sentence is an island. It stands in verbal,

pictorial, physical, or emotional setting. Its meaning can not be fully grasped or, in some cases, often correctly grasped, unless full consideration is given to its setting.

In addition, she states that one way to look at sentences meaning is to think of sentences as expressive of theory, fact, opinion, or feeling. Sentences may be mixtures of these, but the main message may be one of them.

Theory : Fill a bucket full and you waste half the water

Fact : The bucket is full now

Opinion : It is too full. I think it is too full.

Feeling : Oh dear! Here is the bucket too full again!

A more elaborate approach to the problem of sentences meaning is to think of sentence either as records of the impression of the senses or as products of the work of the mind upon those impressions.

Generalization : you get what you pay for.

Summary : my farmers brought their families in various conveyances

Precept : honesty is the best policy.

Comparison : they both liked to play baseball.

Contrast : Pete did the talking, but Joe just listened.

Analogy : He worked at the job like a dog at bone.

Simile : It worked like a charm.

Cause : the rain caused the accident.

Effect : Clouds are relieved of their content in the form of rain.

Etc.

Based on the explanation above, the writer can classify the difficulties of knowing the sentences meaning are focused on the difficulties to identify the sentences as expressive of theory, fact, opinion, or feeling and the impressions.

## **(2) The Difficulties in Finding the Main Idea of the Paragraph**

Actually, a paragraph has four essential parts, as Kathleen (1989:102) writes, "A paragraph, then, is a group of related sentences about a single topic. It has four essential parts: (1) Topic, (2) main idea, (3) details and (4) transitions".

By considering the definition of the parts:

The one thing that whole paragraph is about is called the topic. The point that the whole paragraph makes is called the main idea. The sentences that explain the main idea are called details. To connect their ideas, writer used words and phrases know as transitions.

In this study, the writer focuses the difficulties on the main idea and the details. Because the point of the paragraph is mostly clear by knowing the title, Pictures, or the words those are used. While the transition are just the words or phrases that used to connect the ideas in the paragraph such as because, while, however, etc. and those are easily known in the paragraph. So, in this study will be discussed the main idea and the details.

It has been stated above that the main idea is the point that the whole paragraph makes. Sajekti (1986:5.10) states that "A paragraph is generally a group of sentences that develop one main idea (or controlling, central, general idea). The sentence that states the main idea is called the topic sentence

Further, she writes that a topic sentence usually comes at the beginning or at the end of the paragraph. A topic sentence very seldom occurs at the end of the paragraph. Where the topic sentence is placed depends upon the kind of pattern the writer choose to develop the paragraph. Therefore, the function of the topic sentence is merely to summarize and to emphasize the central thought of the entire paragraph, the thought of revolves about the topic noun (or the only one subject will be discussed in every paragraph). The topic sentences tell something about the topic noun. Think of paragraph therefore, as a block of thought, as explained discussion of a single noun.



Example:

A paragraph that begins with a topic sentence.

"The hippo is a large water and land animal. It lives in Africa. Except for the elephant, the hippo the heaviest of all land animal. A large hippo may weigh as much as three automobiles. We would not want a hippo to step on our toes!"

The main idea can be verified by:

- a) Choosing the sentence with may be the topic sentence.
- b) Reading each sentence and sentence and then reading the topic sentence.
  - If the choice is correct, all these sentence are bound into a block of coherent thought (Sajekti, 1986:11).

The first sentence, the hippo is large water and land animal is the topic sentence because it contains the thought that revolves about the topic noun (or hippo). The following sentences merely support what has already been stated in the topic sentence.

### **(3) The Difficulty in Finding the Detail of the Paragraph**

As stated in the explanation about the four essentials of the paragraph, detail is the sentence, which support the topic sentences.

The difficulty on finding the detail is the difficulty of finding the sentences, which are support, the main idea.

In the example above, the details are:

- a. 'It lives in Africa' (this sentence gives the explanation where the hippo lives)
- b. 'Except for the elephant, the hippo the heaviest of all land animal'(give the further information about hippo)
- c. 'A large hippo may weigh as much as three automobiles' (give further information about hippo)

The last sentences 'We would not want a hippo to step on our toes!' however is not the detail of the paragraph, because this sentence does not give the explanation, or information about hippo. This sentence is called dud sentence.

So, the difficulty on finding the detail of the paragraph is the difficulty on separating which are the topic sentence, the detail themselves, and the dud sentence.

### **2.2.2 Reading Between the Lines**

To go beyond the literal meaning of a passage to "read between the lines" the mature reader must recognize the author's intend and purpose, interpret his thought..... (Strang, 1964:12).

Based on the opinion above, the difficulties on these levels of comprehension is the difficulty on comprehending the purpose of the author in writing the text, in order words comprehending the whole text. Therefore, in this level the writer will focus the difficulty on comprehending the whole text.

#### **-The Difficulties in Comprehending the Whole Text.**

Comprehending the whole text means comprehending the all information, especially the information which are difficult to understand, the reader should know about some skill on reading between the lines as stated by Alexander (1990:188), in "Teaching Reading" that on the higher level on comprehension demand some skills such as ambiguity, anaphora (especially pronoun reference), causality and figurative language.

#### **a) Ambiguity**

Many words and sentence confused the readers because two or more meanings may be attached, for instance: multiple meaning word, homographs (words that are spelled alike but are pronounced differently and have different definition), homophones (words that sound alike but are spelled differently), etc.

**b) Anaphora**

Anaphoric expressions include pronouns and “proverb”. They maximize the meaning that can be derived from a single word by substituting that for other single words and group of words.

The word ‘it’ for example, can be used to evoke from the reader a very complicated group of ideas.

Causal relationships are often very confusing to young readers, for examples:

- Many causal relations are not signaled by special terms and words (because, since, wherefore, etc.) that give explicit clues.
- Many causal relations are disguised as time relation.

Understanding figurative language is often difficult for young readers. Figures of speech are uses of language that build and extend sensory images. They do so by attaching one thing or action or idea to another with which it is not normally associated.

The ability or inability to recognize and imagine figurative language may influence the reader’s understanding of the author’s idea. To fail to catch the meaning of a figure of speech may cause the reader miss or confuse the author’s message altogether. At the very least, it will diminish the amount and intensity of personal meaning he derives from reading.

By having some skill above, the reader will be able to comprehend all information; in the forms of words, or sentences: whether familiar sentences or strange ones, briefly, they will understand what the author’s purpose. If this condition is handed, comprehending the whole of text is the easy thing to do.

**2.2.3 Reading Beyond the Lines**

The third level “ Reading Beyond the Lines “, involves deriving implications, speculating about consequences, and drawing generalization not stated by the author. On this level the reader may arrange the author’s ideas into new patterns, extending

their scope or fusing them with ideas that he himself has gained from reading or from experience. By means of both analysis and synthesis the reader gains a new insight or higher level of understanding that enable him to reflect on the significance of the ideas (Strang, 1964:12).

In this study the writer focuses the difficulties on finding the description or the generalization of the text.

#### **- Finding the Description or the Generalization of the Text.**

Based on the Strang's explanation above, it can be assessed that generalization can be drawn by arrange the author's ideas into new patterns or just extending the scope with own ideas.

In this level of comprehension as Anderson (1969:109) writes "In The Efficient Reading" that in order to summarize and evaluate the passage, if you are reading to study, you may have to make notes, underline key parts, draw a diagram or a graph but even in your general reading you should stop at frequent intervals and mentally recall the key points raised.

From the opinion above it is clear that the reader can find the description or the generalization of the text if he has finished reading the passage, making notes of the important details and remembering the own knowledge relating to the material.

## CHAPTER III RESEARCH METHODS

### 3.1 The Nature of the Research

Research is the attempt to get or find out, develop and examine the truth of the knowledge (Kartono, 1980), (Hadi , 1987:9).

A research must be conducted systematically. A writer should go through the steps according the series of procedures he is applying. In other words he has to use a method with the purpose to avoid solving the problem speculatively. Method is the attempt to find out, develop, and examine the truth of knowledge, the attempt is done by the use of scientific methods.

Based on the statements above it can be concluded that research method is a set of method used in conducting a research. The method is used in this research to find out, develop, and examine the truth of the theories.

In this study, the writer uses the approach of descriptive quantitative research. As Millan (1992:9) says that is positive believes that there are facts with objective reality that numbers, measurements, experiments, and numerical relationship and description.

This approach will be used based on the key concepts of the research: valid and variable; the design: structured and the research data analysis: statistical.

### 3.2 Method of Area Determination

In this study, it is intended to use the purposive method in determining the research area. Mardalis ( 1990 : 58 ) says, that the use of this method has the purpose or done by some reasons.

In this research, the writer chooses SMUN Purwosari as the research area because of some reasons such as : the easily of getting the recommendation from the principal of SMUN Purwosari, and the limited the time and the fund.

### 3.3 Method of Respondents Determination

A research needs subjects. Subjects in the research are source in which the researcher can get the data. As stated above that respondent of this research is the second year students of SMUN Purwosari in academic year 2000/2001. Cawu II.

As stated by Arikunto (1989:102), population is the entire research subjects. When we wish to search all the members of population in a research area, the result is defined as population research. It is also called a population study or a census study. The result of the study can be generalized to the population study.

In this research the writer uses the population research, by taking the population, which is the second year students of SMUN Purwosari as the respondents.

### 3.4 Method of Data Collection

Collecting data is a matter of methodology in which a researcher getting the data. In line with this, Hadi (1987:87) says, “*Metode yang dapat digunakan dalam mengumpulkan data adalah questioner, interview, observasi, test, dokumentasi, dan kombinasi dari beberapa metode tersebut, semuanya harus mempunyai dasar – dasar yang beralasan*”. In other words, methods that can be used in collecting data are question, interview, observation, test, documentation, and the combination among the methods. In choosing those methods, the researcher must have reasonable considerations.

In this study, there are two kinds of data wanted to be collected, those are : quantitative data and the descriptive data. Based on the above statements the quantitative data in this case is collected by holding the test, while the descriptive data are collected by interview, observation and documentation; as explained below:

#### 3.4.1 Test

As Hornby (1986:8930) states that test is examination of trial to find its quality, values, composition, etc. . Furthermore, Arikunto (1989:123) in “Prosedur

Penelitian” has proposed that “test” *adalah serentetan pernyataan atau latihan yang digunakan untuk mengukur ketrampilan, pengetahuan, intellegency, kemampuan atau bakat yang dimiliki oleh individu atau kelompok.* In other words, test is a set of questions or exercises or other instruments used to measure skills, knowledge, intelligence, and aptitude of an individual or group.

In the study, the writer uses the teacher made test (a test constructed by the teachers using a certain procedures (Arikunto, 1989:178)). The item of test are constructed in the form of objective and subjective, based on the materials of English status in curriculum 1994. Then, the test method that is used to get the statistical data in this study has had the requirements as a good test, such as: validity, reliability and the degree of the difficulty.

McMillan (1992:101) in the “Educational Research” states that validity as the extend to which inferences are appropriate and meaningful. It is a judgment of the appropriateness of a measure for the specific inferences or decision that result from the score generated by the measure. Moreover he states that there some judgments to make the validity, and in this study the writer uses the content-related evidence : questions in the instruments is representative of some appropriate universe or domain content.

Based on the statements above the validity in the study is made by constructing the test items in such away so that the item has met the requirements to be called having the high validity although without having the statistical judgment. The validity is made by constructing the test item representatively to the content of materials in the syllabus of SMU especially in the second grade in the forms of which stated in the indicators of the study.

While the reliability, namely the extent to which measures are free from error. If a measure has high reliability, it has relatively little error. Error is measured by how consistent a person score will be form one occasion to the next. In the study, the writer use the stability as the requirement to the reliability of the test, namely same

instrument given twice: test-retest to the one group of students, and gets the statistical  $r = 0,75$  ( the number of correlating between the first and the second period of the test scores). This index number as belong to the high degree of correlation ( Gullford, 1956:145).

At last, the degree of the difficulty of each test items, from the 50 items, the proportion of the total test items for the easy, sufficient, to the difficult categories are based on the normal curve by the comparison 3 – 5 – 2 ( Sujana, 1991:136). The result of analysis the degree of the difficulties of the test items shows that after having the necessary revision, the whole of the test items have had the requirements of the good test from the degree of the difficulties yet. It means that the total items of easy, sufficient and the difficult categories have been proportional. This is based on the result of analysis of degree of the difficulty of each item (see Appendix 11). Meanwhile the index of the criterion of the difficulty of each item use:

0,00 – 0,30 : difficult category

0,31 – 0,70 : sufficient category

0,71 – 1,00 : easy category

### 3.4.2 Interview

Interview is meeting somebody for formal consultation examination (Hornby,1986:47). Further, Tuckman (1972 :197) defines interview as a means of getting data about person by asking them rather than watching their behavior by sampling, or bit of their behavior. While Hadi (1987:206) says, “Wawancara pribadi adalah komunikasi dengan berhadapan muka antara orang yang mewawancarai dengan orang yang diwawancarai. It means that personal interview is face to face communication between the interviewer the interviewee. Concerning with the writer’s research, the interview method is used to gain supporting data of English subject taught in SMUN Purwosari, the students difficulties in reading comprehension, and the students learning process in the class room. The people who



become informants are the head master, the English teachers, and the administrative staff.

### 3.4.3 Observation

Arikunto (1989:96) says that observation includes not only the eyes activity but also the activity of concentrating an attention to a certain object by using all sense. While Ismani H.P & Imam Suyadi (1983:67) device that there are two kinds of observation (Direct and indirect observation). In this research by observation is used the direct observation the students learning activity in the class.

### 3.4.4 Documentation

Arikunto (1989:188) says that in carrying out the document method, the researcher investigated the written material such a book, document, diaries, magazines, regulation, daily notes, news paper, etc. In this research the document method is used to get the information about the list of the respondents, the list of the teachers, and The English Subject Taught in SMUN Purwosari.

## 3.5 The Data Analysis Method

Data analysis method is a way to analyze the obtain data, so the researcher is able to make inference on the study. In conducting a research, the researcher can apply either statistical or non statistical analysis ( Hadi, 1987:221). Considering that the study deals will quantitative data, so the writer works on the statistical analysis to analyze the data obtained. *“Analisa statistik diharapkan dapat menyediakan dasar-dasar yang dapat dipertanggung jawabkan untuk menarik kesimpulan yang benar dan dapat menarik kesimpulan yang baik (Hadi, 1987:221).*

However, statistical method in this study is descriptive statistic that is percentage table. In this case, Ali (1987:156) gives explanation that formula used in analyzing data in descriptive statistic is either central tendency measurement, percentage table, or correlative analysis.

The formula of percentage table, that is used in this study is as follows:

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

Where :

% = the percentage of the difficulties of reading comprehension

n = the total numbers of the difficulties on reading comprehension of one aspect.

N = the total numbers of the difficulties on reading comprehension of whole aspects.

100 = the constant number.

## CHAPTER IV RESULT AND DATA ANALYSIS

### 4.1 The Complementary Data

The complementary data, as in the previous chapter are collected by the methods of interview, observation, and documentation. The results of the methods above will be explained below.

#### 4.1.1 The Result of the Interview

The interview is conducted between the writer and the headmaster and the English teacher. From the headmaster the writer gets the data about the history about SMUN Purwosari; briefly the result stated as follows:

In 1983 SMUN Purwosari was established and administrated by SMUN I Pasuruan with the NSS:301053613064 The Head Master of SMUN Purwosari in that time was Tarmuji Rokhim, helped by Rakhmad Hadi.

In the following year, the formal head master chosen was Sumaryadi BA. He was the first formal principal for SMUN Purwosari. In 1988, the head master was changed by Sumadjid BA until 1992. Then, up to now, Sri Kustiati, Dra occupy the principal of SMUN Purwosari.

The building that is firstly built: official room which consists of teachers room , the head master's room , guest room, Counseling room, Administrative Staff room, storage and the lavatory: three classrooms, laboratories, and the students' lavatory. The building continuously is growing up to now.

While the interview with the English teacher is about the difficulty on reading comprehension generally, and the process of teaching learning in the class. The students of SMUN Purwosari of the second grade commonly have the difficulty in reading comprehension. This statement is supporting the background of the study as stated in the previous chapter, although the specification of the difficulties have not

been known yet. The process of the teaching learning that is the comprehending approach (pendekatan kebermaknaan)

#### 4.1.2 The Result of Observation

In this study, observation is used to observe the students when they were doing the test, and the location of the research area, the condition of the building and the facilities of SMUN Purwosari.

From the observation, it is shown that the students did the test as instructed. While the location of SMUN Purwosari is about 28 kilometers on the south of Pasuruan. It is between the royal road from Pasuruan to Malang. The condition and the facilities of SMUN Purwosari can be see on the picture in the appendix, and the real data are on the results of the documentation.

#### 4.1.3 The Result of Documentation

The data gotten from the method of documentation are about the plan of SMUN Purwosari (see the plan of SMUN Purwosari), the respondents, the personnel's and the staffs (see the Appendix 6-7), and the physical data of SMUN Purwosari that are stated as follows:

Physical Data of SMUN Purwosari

A. Students :

First Grade	: 218 students
Second Grade	: 196 students
Third Grade	: <u>212 students</u>
Total	: 626 students

B. Classrooms :

First Grade	: 5 classes
Second Grade	: 5 classes

Third Grade	: <u>5 classes</u>
Total	: 15 classes

## C. Personnel :

1. The Principal	: 1 person
2. Vise of Principal	: 4 persons
3. Gov. Teachers	: 29 persons
4. Hon. Teachers	: 6 persons
5. Gov. Adm. Staffs	: 4 persons
6. Hon Adm. Staffs	: 7 persons
7. Gov. Servant	: -
8. Hon Servants	: 4 persons
9. Gardener	: <u>1 person</u>
Total	: 56 persons

## D. Rooms :

1. Classroom	: 13 rooms
2. Principal's room	: 1 room
3. Teachers room	: 1 room
4. Adm. Staffs room	: 1 room
5. Library room	: 1 room
6. Skilled room	: 1 room
7. Room of cooperation	: 1 room
8. Room of guide and inst.	: 1 room
9. Room of guest	: 1 room
10. Laboratory	: 1 room
11. Storage	: 1 room
12. Lavatory	: 6 rooms
13. Room of payment	: 1 room

- 14. Aula : -
- 15. Sporting room : -
- 16. H. Master's house : 1 room
- 17. Bicycle park : 1 room
- 18. House of worship : 1 room

E. Other Equipment :

- 1. Existent of storage : 2.122 m<sup>2</sup>
- 2. Extent of area : 14.787 m<sup>2</sup>
- 3. Electric : 2.200 watt

## 4.2 The Statistical Data

### 4.2.1 Reading Comprehension Difficulties

As stated in the previous chapter, that reading comprehension difficulties are difficulties faced by the students in comprehending the written materials. And the difficulties are: the difficulties on Reading the Lines consist of: the difficulties on understanding the words, and sentences meaning from the context, the difficulties on finding the main idea of paragraphs, and the difficult on finding the details of the paragraph; Reading between the lines consist of: the difficulties on comprehending the whole of the text; and reading beyond the lines consist of: finding the description or the generalization of the text.

In accordance with the result of this research which was conducted before. The writer will provide the description of data dealing with the reading comprehension difficulties above. The data here shows us which factor (level) become the most or the least difficulty on reading comprehension of the second year students of SMUN Purwosari in the academic year 2000/2001.

The primary data of the frequency of error of the test on the difficulty on reading comprehension on each factors of the second year students of SMUN Purwosari are as stated in table 3 (see Appendix 3).

From the data, it could be made the recapitulation of the real error of each aspect of difficulties on reading comprehension as followed :

Table 1 : The Recapitulation of the Real Error From the Frequency of Error of Each Indicators.

No	Indicator	Frequency Of Error	Total of Test Item	%	The Rank
1	1a	673	1920	35,1	5
2	1b	895	1920	46,6	3
3	1c	885	1920	46,1	4
4	2	1070	1920	55,7	1
5	3	1030	1920	53,6	2

Notes :

Indicator 1a = understanding the words and sentences meaning

Indicator 1b = finding the main idea of the paragraphs

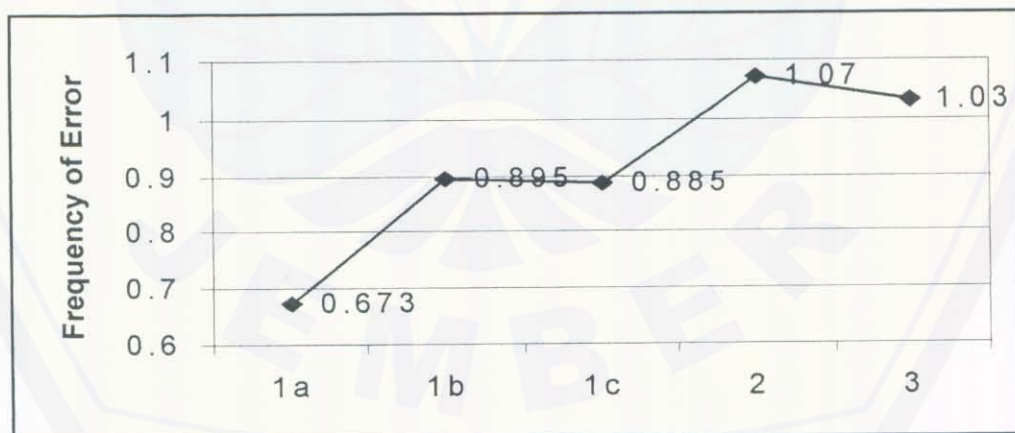
Indicator 1c = finding the details of the paragraphs

Indicator 2 = comprehending the whole of the text

Indicator 3 = finding the description or the generalization of the text

In order to make clearer, how much the comparison of relative error among the indicators, see the graphic of polygon of the real error made

Graphic 2 : The Real Error of the Test of the Difficulties on Reading



Notes : 1a, 1b, 1c, 2, and 3 are the same as above

### 4.3 Data Analysis

In order to solve or answer the research problem, after the data are collected; the next step are analyzing them. As stated on CHAPTER III, the formula or method used in this study is the table percentage;

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

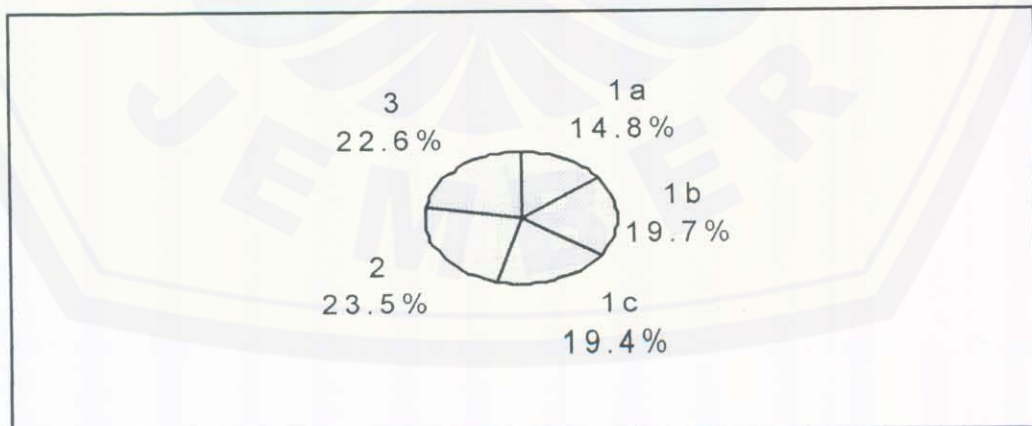
By this formula, the degree of error on the difficulties on reading comprehension of the second year students of SMUN Purwosari in the academic year 2000/2001 will be known as stated in table 2 below:

Table 2 : The Recapitulation of the Relative Error of the Difficulties on Reading Comprehension

No	Indicator	Frequency of Error (n)	The Relative Error (n/NX100%)
1	1a	673	14,5
2	1b	895	19,7
3	1c	885	19,5
4	2	1070	23,6
5	3	1030	22,6
	Total	4553 (N)	100

From the data on the table above it could be made the graphic in order to make the relative error of each indicator clearer, as follows

Graphic 2 : The Relative Error of the Difficulties on Reading Comprehension.





Notes :

Indicator 1a = understanding the words and sentences meaning

Indicator 1b = finding the main idea of the paragraphs

Indicator 1c = Finding the details of the paragraphs

Indicator 2 = Comprehending the whole of the text

Indicator 3 = Finding the description or the generalization of the text

The table percentage that is gotten then given the interpretation in order to make easier to interpret and more useful. One way to interpret on the table percentage is by looking the deviation percentage that is gotten with the formula below :

$$\%d = \%1 - \%2 \quad (\text{Moh. Ali, 1982 : 187}).$$

The estimation of %d is how much the cases in a category of the aspect or variable over the other case of the aspect or variable. Based on the above statement, we can give the interpretation to each aspects of the degree of the difficulties of reading comprehension, and after having the careful counting shows that the degree of the difficulty of comprehending the whole of the text gets the highest percentage. It means that comparing with the other aspect of the difficulties, this aspect generally is found by the students as the most difficulty. This difficulty of comprehending the whole of the text exceeds 9,1% comparing with the difficulty of understanding the words , and sentences meaning; exceeds 3,9% from the difficulty of finding the main idea, over 4,1% from the difficulty of finding the details of the paragraph, and exceeds 1,0% from the difficulty of finding the description or the generalization of the text.

#### 4. 4. Discussion

From the result of the data analysis, it is shown that the error of the difficulty of knowing the author's purpose in the level of Reading between the Lines get the highest degree of the difficulty. It is not so surprising because to go beyond the literal

meaning of passage to “read between the lines” the mature reader recognize the author’s intention and purpose, interpret his thought...(Strang, 1964:12). So, in comprehending the text especially knowing the purpose or the intention of the writer, the students or the reader must have not only know the words or sentence meaning but also the ability in interpreting and the ability on gathering their experiences with the new text they read in order to get the new comprehension especially in knowing the intend or purpose of the writer/author.

After analyzing the data, it is shown that the students are lack of some skills for instance: ambiguity or the skill of knowing many words and sentences those are confused the reader because two or more meaning may be attached, such as multiple-meaning word, homographs (words that are spelled alike but are pronounced differently and have different definition), homophones (words that sound alike but are spelled differently), etc. Also the skill of knowing the anaphora or anaphoric expressions include pronounce and proverb. They maximize the meaning that can be derived from a single word by substituting that for other single word and group of words. The word “it” for example, can be used to evoke from the reader a very complicated group of ideas. Then, the skill of knowing causality or causal relationships that are often very confusing to the students for example: many causal relations are not signaled by special terms and words (because, since, wherefore, etc.) that give explicit clues, many causal relations are disguised as time relations, for example: when, then statements. At last, the skill of understanding figurative language that is often difficult for the students, because figures of speech are uses of language that build and extend sensory images. They do so by attaching one thing or action or idea to another with, which it is not normally associated. The ability or inability to recognize and imagine figurative language may also influence the students’ understanding of the author’s idea. To fail to catch the meaning of the figure of speech may cause the reader miss or confuse the author’s message all

together. At the very least it will diminish the amount and intensity of personal meaning he derives from reading.

The difficulty on making generalization or own idea in the level of reading beyond the lines is on the second from degree of the difficulty of reading comprehension. This condition is generally caused by the students who have the low ability in deriving implications, speculating about consequences, and drawing generalization not stated by the author. However, in this level, the students may arrange the author's ideas into new patterns, extending their scope or fusing them with ideas that they themselves have gained from reading or from experience; by means of both analysis and synthesis, the students gain a new insight or higher level of understanding that enable them to reflect on the significance of the ideas (Ruth Strang, 1964:12).

In this level of comprehension as Andersen writes " In The Efficient Reading " that I order to summarize and evaluate the passage, if you are reading to study, you may have to make notes, underline key parts, draw a diagram or a graph but even in your general reading you should stop at frequent intervals and mentally recall the key point raised (1969:109).

From the opinion above, it is clear that the students can make a generalization or summary or own idea if they have finished reading the passage, making notes of the important details and remembering the own knowledge relating to the material. The students can also make the generalization or their own idea about the text by arrange the author's ideas into new pattern or just extending the scope with own idea's.

In the difficulty of the Reading the Lines, the students still get the high degree, orderly: the difficulty in knowing the main idea, the detail and knowing the words or sentences meaning. This condition is caused by the students who have not the enough basic definition of the elements of the paragraph. (especially on the difficulty in knowing the main idea and the detail). Most of the books of SMU are



also never give the definition or examples about the main idea or the detail or even the supporting details. Moreover, the teacher also rarely give this explanation.

The difficulties of reading comprehension in this level is derive literal meaning from sequential word and their grammatical relation to each other (the syntax) in sentences, paragraph and chapter (Ruth Strang: 1964:11).

On the other hand, she stated that one possible way of extracting the literal meaning of paragraph is by holding in mind the content of the first sentence, while recognizing and relating the subsequent words and nothing their sequence and relative importance. The reader then notes the word or sentences meanings, main idea and details ( 1964:12).

The difficulty of knowing the main idea that is on the top degree in the level of literal meaning. This condition is firstly caused by the students who are lack of knowledge about the main idea itself. It has been stated in the previous chapter about that the main idea is the point that the whole paragraph makes. Ratna Sajekti states that “ A paragraph is generally a group of sentences that develop the main idea (or controlling, central, general idea). The sentence that states the main idea is called the topic sentence (1986:5.10).

Actually, the main idea can be verified by :

- a. choosing the sentences with may be the topic sentences
- b. reading each sentence and sentences and then reading the topic sentence. “if the choice is correct, all these sentences are bound into a block of coherent thought.

So, by knowing this ability, the students will be able to choose the option given by the writer in doing the test.

The second order, the difficulty of knowing the detail of a paragraph, is also caused by the students who are lack of information knowledge about the meaning about the detail itself. As we know that detail are sentences that explain the main idea. There is also a small group of nouns in the paragraph that develop or support the main topic. These nouns are known as the supporting nouns. By this conditions,

the students should know first the topic sentence of the paragraph, then knowing the sentence that support the topic sentence or the details. So, it is understood that the students do not know the topic sentence or the paragraph, they will have much difficulty to know the detail of the paragraph itself.

Meanwhile, the difficulty on knowing the words of sentences meaning is high enough. This condition is called by the students who are tended or focus to their dictionaries. They see the word as the same case of studying vocabulary, as further they rarely take the sentences meaning from the context, so they have many difficulties in comprehending the sentences meaning as well.

It is known that words can be tricky and elusive, but only we let them (Anderson, 1969:73). He states further that words can be swift and sharp, repair-like their hurtful thrust. But they can also be gentle and calm, warm and welcoming, light and humorous, bold and brash. Then again, they can be crisp and precise, informative and pertinent. Words not only help your communicate your thought and idea to others, but they also had you to understand what other's think, feel and mean.

From the idea above, it is clear that a word can have more then one meaning, based on the contexts.

While Froe states "If your understanding is limited, you will have many difficulties in grasping the author's message; however, if you know the word's meaning, you can read, write along with easier" (1962:208).

According to Edithia, comprehension word meaning is the same as word-attack skills. Further, he states that word-attack skills deal with how a reader tackles the unknown words that block comprehension. The word-attack skills covers morphological information, inference from context and learning to ignore difficult word (1988:23).

It can not be neglected that the students actually lack of some knowledge such as the ability to understand the meaning of affixes and roots, and that is used to build words (morphological information). It is very useful to tackle new lexical items. In

additions, inference from context is the ability to know the meaning of a word by considering its context. the students will be able to do this by making used if the context in which the word occurred, in order to give them a rough idea of its meaning. Also the ability to identify the source of difficulty and to judge whether a word is worth attending to or not is concluded in learning to ignore the difficult words. There are some kinds of difficulty that effective reader have to be able to deal with: 1) idioms: a lexical items consisting of several words, with a meaning that can not be deduced from the meaning of the individual words; 2) synonym: a word with the same meaning as another in the same language, but often with different implication and association; 3) Antonym: word that is contrary in meaning to another; and 4) using a dictionary: this is the skill used to find the meaning of the words by using a dictionary.

While knowing the sentences meaning, Ruth Strang in “The Improvement of Reading” states that “no sentence is as island”. It stands in verbal or pictorial or physical or emotional setting. Its meaning can not be fully grasped or, in some cases, often correctly grasped, unless full consideration is given to each setting (1964:314).

In addition, she states that one way to look at sentence meaning is to think of sentences as expressive of theory, fact, opinion or feeling. Sentences may be mixtures of these, but the main messages may be one of them.

A more elaborate approach to the problem of sentences meaning is to think of sentence either as records of the impression of the sense or as product of the work of the main upon those impressions.

Based on the discussion above, it is clear that the difficulties of the reading comprehension that are faced by the students of the second year of SMUN Purwosari in the academic year 2000 / 2001 are generally caused by the weaknesses of knowledge about the components of the theories of reading, especially in comprehension.

## CHAPTER V CONCLUSION AND SUGGESTION

### 5.1 Conclusion

Based on the analysis and the interpretation of the research data could be made the conclusion could be made as follows:

The objective of the English lesson Indonesia SMU (curriculum of 1994) is mostly on the skill or ability Indonesia reading. However, it is assumed that the students still have the skill or ability Indonesia reading the English text relatively low. So, the student have the difficulties In comprehending the English text.

Aspect of comprehending the whole of the text on the first rank (23,6%), exceeds 1,0% from the difficulty on finding the description or the generalization of the text; axceeds 9,1% from the difficulty on understanding the words and sentences meaning axceeds 3,9% from the difficulty on finding the details of the paragraph.

Mean of the relative error of each aspects of the difficulties on reading comprehension are as follows: the difficulty on understanding the words, and sentences meaning gets the mean 34,2. Its means that every 10 items the students generally answer wrongly 3 items. The difficulty on finding the mean idea gets the mean 46,6. Its mean that every 10 test items the students generally answer wrongly 4-5 items. The difficulty on finding the details of the paragraph gets the mean 46,1. Its means the every 10 test items the students generally answer wrongly 4-5 items. The difficulty on comprehending the whole of the text gets the mean 55,6. Its means that every 10 test items the students generally answer wrongly 6 items. Finally, the difficulty on finding the description or the generalization of the text idea gets the mean 53,5. Its means that every 10 test items students generally answer wrongly 5 items.

## **5.2 Suggestion**

### **5.2.1 For the teacher**

The result of this research gives the suggestion to the English teachers to give the more portion of the exercises in aspect of comprehending the whole of the text, because this aspect as the most difficulty that is faced by the students.

### **5.2.2 For the students**

The students are also suggested to increases the privat axercises Indonesia comprehending the English text by give the streesses on the aspect of comprehending the whole of the text. Is does not mean that the other aspects could be neglected. On the other hand, the private exercise that are continously controled proporsionally for the all aspecty is the recommended factor of degree of the comprehending the English text.

### **5.2.3 For the other reseacher**

For the educational researchers wisely could conduct the same research more specificy and comprehensively on many cases that include the reading comprehension difficulty on the student of SMU.



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Appendix 1

## RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLE	SUB VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD
The Descriptive Study of the Students Difficulties in Reading Comprehension in SMU Purwosari-Pasuruan in the Academic year 2000/2001	What Difficulties in Reading Comprehension faced by The Students of SMUN Purwosari in the academic year 2000/2001 ?	The difficulties in reading comprehension	<ol style="list-style-type: none"> <li>1. Reading the lines</li> <li>2. Reading between the lines</li> <li>3. Reading beyond the lines</li> </ol>	<ol style="list-style-type: none"> <li>1.a. Understanding the words, and sentences meaning</li> <li>b. Finding the main idea of the text</li> <li>c. Finding the details of the paragraph</li> </ol> <ol style="list-style-type: none"> <li>2. Comprehending the whole text</li> </ol> <ol style="list-style-type: none"> <li>3. Finding the description or the generalization of the text</li> </ol>	<ol style="list-style-type: none"> <li>1. Respondents : the second year students of SMUN Purwosari in the academic year 2000/2001</li> <li>2. Informants :                             <ul style="list-style-type: none"> <li>- The Principal</li> <li>- The English Teachers</li> <li>- The Administrative Staff</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Area Determination : Purposive method</li> <li>2. Respondent determination : Population research</li> <li>3. Data Collection :                             <ul style="list-style-type: none"> <li>- Test</li> <li>- Interview</li> <li>- Observation</li> <li>- Documentation</li> </ul> </li> <li>4. Data analysis :                             <ul style="list-style-type: none"> <li>Table percentage <math>\% = \frac{n}{N} \times 100</math></li> <li><math>\%</math> = the difficulties in reading comprehension</li> <li>n = the difficulties gotten</li> <li>N = total of difficulties</li> </ul> </li> </ol> <p>(Ali, M.1987:156)</p>

## RESEARCH INSTRUMENT (TEST ITEMS)

Passage One :

### COMPUTER

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

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

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

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

(Adapted from English for SMU 2)

1. The word 'quickly' in line 2, means :
  - a. good
  - b. strong
  - c. fast
  - d. clever
2. The word 'funny' in the fourth paragraph, means:
  - a. amusing
  - b. difficult
  - c. easy
  - d. confusing
3. What is the meaning of 'menu' in the fourth paragraph?
  - a. the food in the restaurant
  - b. the sets of function of programs
  - c. the table of food
  - d. 'the talking about restaurant
4. The sentence 'They are not perfect, of course...' means:
  - a. computers never make mistakes
  - b. computers almost make mistakes at times
  - c. computers almost never make mistakes
  - d computers makes mistakes frequently
5. The sentence 'computer language can be funny at times' means:
  - a. sometimes computer language is funny
  - b. computer language is funny
  - c. computer is all funny
  - d computer language is almost funny
6. The main idea of the first paragraph is:
  - a. how to learn computer
  - b. the superiority of computer
  - c. the computer programs
  - d. the language of computer

7. The main idea of the second paragraph is:
  - a. how to learn computer
  - b. the superiority of computer
  - c. the computer programs
  - d. the language of computer
8. The main idea of the third paragraph is:
  - a. how to learn computer
  - b. the superiority of computer
  - c. the computer programs
  - d. the language of computer
9. The main idea of the fourth paragraph is:
  - a. how to learn computer
  - b. the superiority of computer
  - c. the computer programs
  - d. the language of computer
10. The main idea of the first paragraph is on the sentence:
  - a. First, they are fast
  - b. Computer are helpful in many ways
  - c. They are not perfect, of course
  - d. They do not forget things the way people do
11. The detail below is not for the first paragraph:
  - a. Computer are helpful in many ways
  - b. They are not perfect, of course,...
  - c. Second, computer can work with lots of information at the same time
  - d. Third, they can keep information for a long time
12. The detail for the first paragraph is:
  - a. It is important to know something about computer
  - b. There are number ways to learn
  - c. Some companies have computer classes at work
  - d. but you can have fun

14. The detail for the third paragraph is:
- Today, the computer companies sell many different programs for computers
  - First, there are programs for doing math
  - They are often used by writers and business people
  - There include word games and puzzles for children and adult
15. The detail for the last paragraph is:
- Computer language can be funny at times
  - But do not worry, there are ... in the machine
  - It is hard not to think about real mouse ...
  - Another funny example is the 'mouse' in some computer
16. After reading the text about the computer, we know about superiority of computer, and the purpose of knowing this:
- we will be glad to study computer
  - we will understand them
  - we will know them
  - we will take a course of computer
17. Showing many ways of learning computer is intended to:
- we will take the easiest one
  - we will take the suitable one
  - we will take the expensive one
  - we will take the cheapest one
19. What is the writer's purpose of describing that the computer language can be funny at times?
- we will be laughing
  - we will tried to make another one
  - we will understand the computer language
  - we will be happy at times

19. The computer also has 'menu' what is really intended by the writer?
  - a. give the description of the food
  - b. give the description of the word 'menu' in computer
  - c. give the description of the table of food
  - d. give the description of the list of food
20. Many programs described by the writer, they are for:
  - a. the reader will take one of them
  - b. the reader will take the easiest one
  - c. the reader will take the suitable one
  - d. the reader will take the cheapest one
21. What is the program of computer do you like? Why?
22. What another superiority of computer according to you?
23. Write your experience about computer, briefly!
24. Write the generalisation or summary of the text above in your word briefly?
25. What program is most suitable for students of SMU? Why?



Passage Two :

### TOURIST PROMOTION

To attract foreign tourist to come Indonesia, the government try hard to develop tourism. They will come to Indonesia to see places of interest and the uniqueness and beauty of the sight.

Road to the place must be good too. They seek comforts and conveniences provided by the hotels. That's way hotels should offer various kinds of facilities. They provide not only lodging, but also meals and various personal services for the public and tourists.

The business of lodging places is not monopolised by the government. Lost of rich people begin to build inns. Some foreign tourists like to stay in a hotel, but some like to stay at an inn. They spend a night or two at an inn before they are off again for more interesting days of travel.

Books of information about tourism must be easily available in the book stores. So, they will be familiar with the places they are going to visit.

The government send old and young painters abroad to bold an art exhibition in an art gallery. Their paintings are displayed there. This temporary is also expected to serve as barometer for the development of fine arts in Indonesia. Modern and traditional dancers are also performed abroad. The group consist of young and beautiful dancers.

(Adapted from English For SMU 2).

26. The word 'attract' in line 1 mean:

- a. to get the interest
- b. welcome
- c. call
- d. take

27. The word 'provided' in line 6 means:
- helped
  - served
  - showed
  - given
28. The word 'available' in line 16 means;
- to read
  - to buy
  - to see
  - to get
29. The sentence 'So, they will be familiar with the places they are going to visit', means:
- They have much information before they go
  - they go to the places which are familiar
  - they read the familiar places
  - they do not go to the unfamiliar places
30. The sentence 'Modern and traditional dances are also performed abroad' means:
- the government send the dancers for the tourist
  - the government show the dancers for the tourist
  - the government send the dancers for the foreign tourist
  - the government send the dancers to some countries
31. The main idea of the first paragraph is:
- the government effort to attract tourist
  - Hotels offer various kinds of facilities
  - Information for tourists
  - Government sends some kinds of art abroad

32. The main idea of the second paragraph is:
- The government effort to attract tourist
  - Hotel offer various kinds of facilities
  - Information for tourists
  - Government sends some kinds of art abroad
33. The main idea of the third paragraph is:
- The government effort to attract tourist
  - Hotel offer various kinds of facilities
  - Information for tourists
  - Government sends some kinds of art abroad
34. The main idea of the fourth paragraph is:
- The government effort to attract tourist
  - Hotel offer various kinds of facilities
  - Information for tourists
  - Government sends some kinds of art abroad
35. The main idea of the last paragraph is:
- The government effort to attract tourist
  - Hotel offer various kinds of facilities
  - Information for tourists
  - d Government sends some kinds of art abroad
36. The detail for the first paragraph is:
- To attract foreign tourist to come to Indonesia, the government tries hard to develop tourism
  - They will come to Indonesia to see places of interest and the uniqueness and beauty of the sight
  - The government effort to attract tourist
  - The uniqueness and beauty of the sight

37. The sentence 'Transportation must be good too.' is the detail for the ... paragraph.
- first
  - second
  - third
  - fourth
39. The sentence 'Lots of rich people begin to build inns', is the detail for the paragraph.
- first
  - second
  - third
  - fourth
39. The detail for the fourth paragraph is:
- So, they will be familiar with the places they are going to visit
  - Information for the tourist
  - book and magazines for the tourist
  - places which are familiar
40. the detail for the last paragraph is:
- Modern and traditional dances
  - Modern and traditional dances are also performed abroad
  - The government sends old and young painters
  - The government sends old and young painters to hold an art exhibition in an art gallery.
41. The purpose of the government does not monopolised the business of lodging places, is :
- to give the chance for the rich people
  - to make the tourism increased
  - to attract the tourist
  - to give the business for the rich people

42. The uniqueness and beauty of the sight intended by the writer is
- a. The hotels
  - b. arts, temple, etc
  - c. inn
  - d. lodging places
43. The purpose of the government send some kinds of arts abroad is :
- a. to serve as barometer of fine art
  - b. to attract the tourists come to Indonesia
  - c. to get the visa
  - d. to be proud of sending them
44. The transportation must be good too. It is intended for :
- a. Attract to the visitors
  - b. Make the tourism comfort and available
  - c. the sake of government and the rich people
  - d. make the Indonesia beautiful
45. The purpose of reading this text for us is :
- a. help the government to develop tourism
  - b. monopolised the business of lodging places
  - c. follow the art gallery
  - d. buy the product of arts of Indonesia
46. Write the summary of the text above briefly in your words!
47. Describe briefly the government effort in develop tourism!
48. How to attract the tourism according to the writer?
49. What is the development of art in Indonesia according to you?
50. How to attract the tourism besides the ways in the text?

Appendix 3

Table 3 :

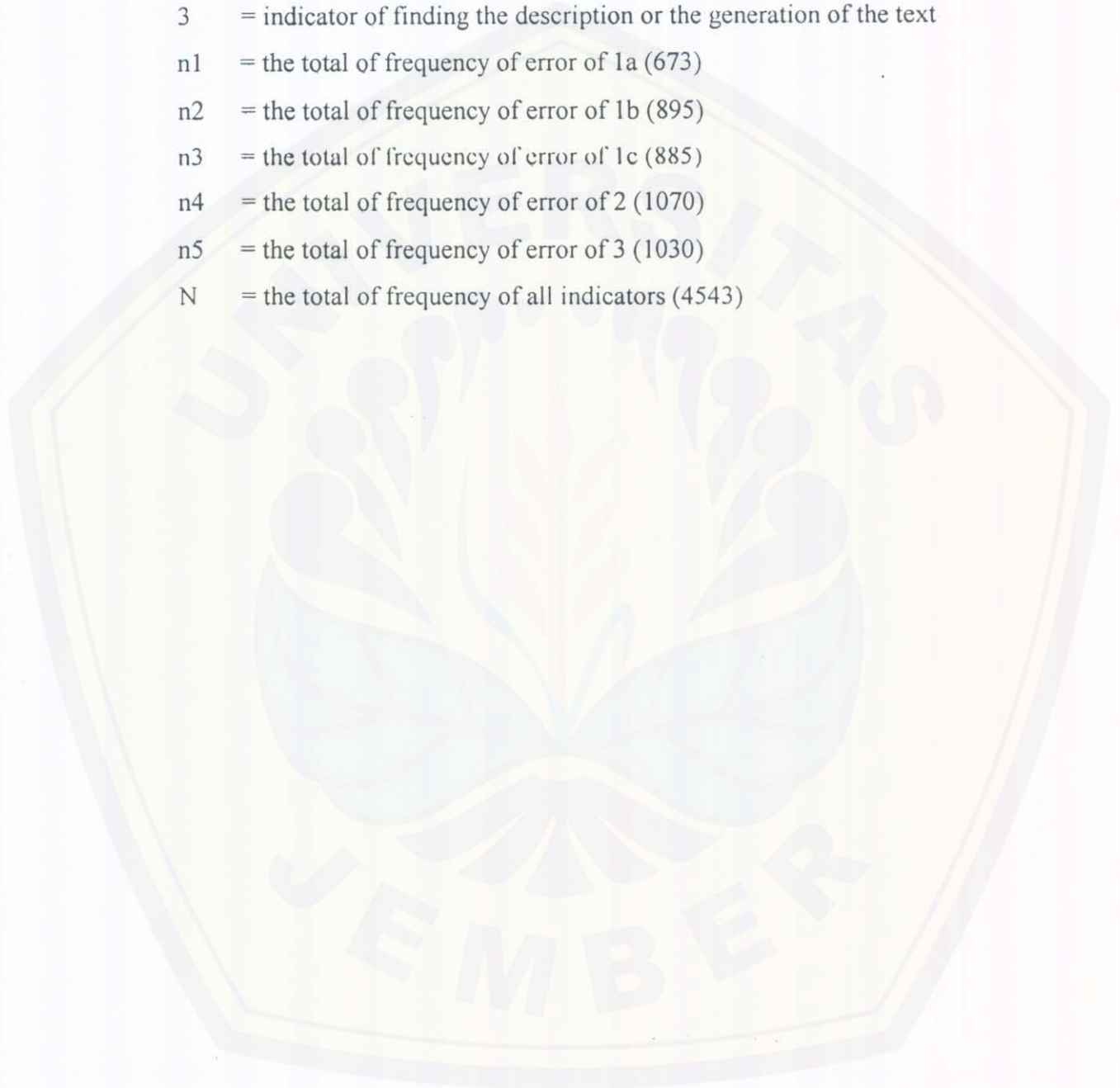
**THE RECAPITULATION OF FREQUENCY OF ERROR ON THE TEST OF THE DIFFICULTIES  
ON READING COMPREHENSION OF THE SECOND YEAR STUDENTS OF  
SMUN PURWOSARI IN THE ACADEMIC YEAR 2000/2001.**

No.	NAME	I	I	I	I	I	Total	No.	NAME	I	I	I	I	I	Total
1	2	1.a	1.b	1.c	2	3	8	1	2	1.a	1.b	1.c	2	3	8
1	Agus Purnomo	5	4	4	6	6	25	44	Yoni Nasution	3	5	8	5	6	27
2	Beni Eko S	3	3	7	3	5	21	45	Darini Febri A	2	6	5	7	3	23
3	Didik Setyo C	3	2	6	4	5	20	46	Eko Porwanto	2	5	4	5	5	21
4	Milana C D	3	7	5	3	4	22	47	Hartanto	2	5	5	5	5	22
5	Ninik N I	5	5	7	5	8	30	48	Prayitno	2	4	4	6	5	21
6	Sarwo Edi	4	4	5	4	8	25	49	Prasetyo Utomo	3	6	3	6	5	23
7	Taufik Romli	6	2	6	7	5	26	50	Reni Resiyanti	5	4	7	5	3	24
8	Yoyon N	2	2	7	4	5	20	51	Rudy Ariyanto	4	7	4	5	5	25
9	Kajat	2	4	4	6	6	22	52	Ruruh Diah K	2	6	3	5	5	21
10	Kasmuniarti	2	3	7	6	4	22	53	Rois Hadi P	4	7	8	6	5	30
11	Khoiril Anwar	3	4	5	5	6	23	54	Siti Hidayah	3	4	8	6	5	26
12	Latifatun N	3	4	5	5	8	25	55	Tutuk A	7	8	7	6	3	31
13	Ngaripah	5	3	5	4	9	26	56	Eko Cahyo W	2	6	2	5	5	20
14	Suprapti	6	2	8	4	8	28	57	Imam Syafi'i A	7	4	5	7	6	29
15	Alfi Bismillah	5	4	5	2	3	19	58	Sunarto Rahadi	2	6	1	8	4	21
16	Dian A	3	6	5	4	7	25	59	Budi K	2	7	3	8	5	25
17	Dini W L	2	3	1	1	2	9	60	Gunawan	3	4	6	7	8	28
18	Heni N	6	4	7	8	8	33	61	Like R	3	8	5	8	5	29
19	Imam Syafi'i	7	6	4	5	5	27	62	M. Samsul H	3	7	4	4	2	20
20	Listiana	3	3	6	3	6	21	63	Moh. Hanif	2	7	7	4	3	23
21	Masudi	6	4	5	7	6	28	64	Roni Fachrudin	2	4	2	5	5	18
22	Purnaningsih	3	5	5	3	3	19	65	Theresia N W	3	4	6	5	6	24
23	Setyo Rudi R	2	4	5	5	6	22	66	Wahyudi	2	6	2	5	6	21
24	Surono	4	5	5	7	6	27	67	Agus Adi S	6	7	5	6	6	30
25	Erana H	2	5	4	5	7	23	68	Ciluk Suhadi	6	4	4	4	3	21
26	Hariyanto	1	4	5	4	2	16	69	Ernawati	6	7	7	7	4	31
27	Ika Yuli C	6	5	9	4	5	29	70	Langkung W	5	6	6	8	5	30
28	Junaedi	3	3	6	6	6	24	71	Lilik L	6	4	7	6	2	25
29	Moh. Said	5	3	5	6	4	23	72	Ririk S	3	5	4	4	3	19
30	Moh. Dofir	3	2	5	6	5	21	73	Saryo	6	5	4	5	3	23
31	Sofyan S T	3	2	6	4	5	20	74	Yayuk Sri R	3	6	9	7	4	29
32	Gunawan	7	4	7	3	1	22	75	Kukuh P	5	4	4	4	8	25
33	Harianto	3	4	5	6	7	25	76	Arik W	6	4	4	5	7	26
34	Kikit Desi M	4	3	7	6	5	25	77	Awang W P	3	5	5	5	6	24
35	Rapiatik	5	7	6	7	6	31	78	Andriyanto	3	2	4	7	1	17
36	Fatriana P S	2	4	6	6	6	24	79	Hariyono	5	5	2	5	9	26
37	Supadmi E S	6	3	7	6	5	27	80	Nuryono	2	4	3	7	9	25
38	Titin E	3	4	7	6	6	26	81	Sulistiyowati	0	2	3	7	9	21
39	Jon Mariyono	2	7	7	5	3	24	82	Sukesi Dian P	7	4	6	7	7	31
40	Eko Sumartik	2	4	4	6	3	19	83	Waras S	7	4	1	7	8	27
41	Feriyanto	3	6	6	4	3	22	84	Wiwik R	2	5	1	8	9	25
42	Nenik Sundewi	2	6	5	7	4	24	85	Astutik	3	4	3	7	9	26
43	Sri Mujayanti	4	4	4	5	5	22	86	Budi Handoyo	3	2	3	6	9	23

1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
87	Budi Santoso	4	3	6	6	4	23	140	Hendro S U	3	7	4	4	3	21
88	Dartik	4	3	3	7	9	26	141	Heri S P	4	4	7	5	5	25
89	Haryanto	5	4	3	6	5	23	142	Purwandani	3	6	3	4	3	19
90	Imam F	3	2	4	8	0	17	143	Subagio	7	5	6	8	7	33
91	Iulus S	4	2	3	8	9	26	144	Ugik Yulianto	4	5	4	4	2	19
92	Mariyono	4	3	5	7	7	26	145	A'an Rosyadi	5	7	7	4	4	27
93	Ridi D	3	5	6	5	8	27	146	Arif Budi H	3	4	2	5	2	16
94	Wiwik I	3	3	4	6	8	24	147	Eni Fariasih	4	6	3	5	4	22
95	Edy Ismanto	7	3	1	7	9	27	148	Mardiono	4	7	5	7	7	30
96	Siti A L	3	5	4	6	8	26	149	Masyhudi	3	4	2	4	2	15
97	Sunarmi	6	4	4	5	8	27	150	Ferry Novie F	1	7	7	5	2	22
98	Sugiono	5	4	4	5	6	24	151	Samuel Raja	2	7	6	7	3	25
99	Sudarto	3	4	3	6	9	25	152	Neny Dwiana P	3	7	1	4	2	17
100	Titik R	5	6	5	7	8	31	153	Amik Dwi C	3	1	6	4	6	20
101	Alexander	1	1	4	7	8	21	154	Bambang I	3	4	5	4	6	22
102	Ali Akbar	1	1	5	6	8	21	155	Enik Dwi A	3	2	5	5	7	22
103	Budiono	4	1	4	6	6	21	156	Riwayanti	1	1	6	5	5	18
104	Dian Kanti L	3	4	4	6	2	19	157	Syaiful Azis	2	5	3	5	6	21
105	Ika P	6	4	3	8	8	29	158	Suyono	3	7	8	2	6	26
106	Nunung W	5	4	3	5	6	23	159	Agus Z	3	4	5	7	8	27
107	Siswanto	2	2	3	6	9	22	160	Agis Susanto	3	6	1	7	3	20
108	M. Solehudin	3	4	4	8	7	26	161	Khoirul Anam	0	2	5	4	4	15
109	Arif Dwi P.	2	1	3	6	9	21	162	Kristyo E	0	6	6	5	5	22
110	Ahmad Z	5	4	3	7	6	25	163	Surono Eko A	0	4	6	3	6	19
111	Ali Murtadlo	3	4	3	6	4	20	164	Sholikin	1	5	8	6	3	23
112	Luluk E.	3	3	3	6	7	22	165	Sutrianingsih	1	4	4	5	6	20
113	Vena Boyanti	2	1	3	7	8	21	166	Ahmad F	4	6	1	8	8	27
114	Hendri S. B.	3	3	3	6	9	24	167	Anan Marlina	3	6	8	7	3	27
115	Eko P U	2	5	4	7	2	20	168	Dini Sudrajat	0	4	5	6	5	20
116	Endro B	6	4	7	7	7	31	169	Dian Kurnia N	6	6	8	7	4	31
117	Hari S	3	6	7	5	4	25	170	Hadi S	0	4	5	4	5	18
118	Iir Adi U	3	5	2	5	2	17	171	Rustina	4	7	3	4	5	23
119	Ika Sri W	2	4	0	8	3	17	172	Sabto Hari S	0	4	7	3	4	18
120	Kartono	4	7	4	6	3	24	173	Tamsuri	5	4	6	4	6	25
121	Nanik A	4	4	4	3	4	19	174	Wagimah	3	4	6	6	6	25
122	Sri Rahayu	3	5	1	4	4	17	175	Yudik Wiwik H	2	3	7	6	5	23
123	Yalek P	3	6	3	4	2	18	176	Eka Wahyu S	3	4	4	4	6	21
124	Ahmad Z	2	5	4	6	2	19	177	Fajar Yoni	5	6	4	6	8	29
125	Enik Yuliat	4	4	0	5	4	17	178	Fendi F	5	4	3	6	8	26
126	Imrotul H	0	8	4	6	2	20	179	Ika Rahmawati	2	5	7	4	8	26
127	Priyono	2	4	5	3	5	19	180	Kafi Ansori	6	8	4	6	7	31
128	Rahmawan G	4	7	4	7	3	25	181	Riyanto	7	6	9	6	9	37
129	Sunhadi	4	9	5	6	5	29	182	Heni Istriyana	1	5	7	4	8	25
130	Tri Prasetyo U	4	4	1	5	4	18	183	M. Helmi	4	4	7	6	5	26
131	Amin Puji A	2	4	0	5	4	15	184	Ridwan Adi P	2	5	6	5	7	25
132	Andi Hadiyanto	3	4	9	6	6	28	185	Roni H.	3	4	4	7	5	23
133	Didik M	3	7	7	5	4	26	186	Sis Irawati	7	7	3	5	6	28
134	Indriyati	3	7	3	5	2	20	187	Slamet S	4	6	5	7	7	29
135	Imam T A	1	6	2	7	4	20	188	Supriyono	2	4	3	2	5	16
136	Ima R	4	7	2	7	6	26	189	Kusrini	8	7	7	7	4	33
137	Mulyadi	6	9	4	6	4	29	190	Edi Santoso	2	6	7	5	5	25
138	Samsul A	3	4	3	7	7	24	191	M. Ali Filki	4	6	5	6	8	29
139	Uji Lestari	3	6	1	7	3	20	192	Deddy S	0	2	6	5	7	20
Total Frequency of error of the difficulty of one aspect (n)										n1	n2	n3	n4	n5	
Total Frequency of error of the difficulties of whole aspect (N)															

Notes :

- 1a = indicator of understanding the words and sentences meaning.
- 1b = indicator of finding the mind idea of the paragraphs
- 1c = indicator of finding the details of the paragraphs
- 2 = indicator of comprehending the whole of the text
- 3 = indicator of finding the description or the generation of the text
- n1 = the total of frequency of error of 1a (673)
- n2 = the total of frequency of error of 1b (895)
- n3 = the total of frequency of error of 1c (885)
- n4 = the total of frequency of error of 2 (1070)
- n5 = the total of frequency of error of 3 (1030)
- N = the total of frequency of all indicators (4543)





DEPARTEMEN PENDIDIKAN NASIONAL  
SEKOLAH MENENGAH UMUM NEGERI  
S M U N PURWOSARI-PASURUAN  
Jalan Pegadaian No.IB Purwosari-Pasuruan

=====

S U R A T K E T E R A N G A N

Nomor : 40 /104.19/SMU.01/N/2001

Yang Bertanda tangan di bawah ini Kepala SMU Negeri Purwosari-  
Kabupaten Pasuruan menerangkan dengan sebenarnya :

N a m a : Yakub Mulyono  
N I M : 9302107142  
Program/Jurusan : PBS / Pend. B.Inggris  
Fakultas : KIP Unej. Jember

Benar-benar telah mengadakan penelitian di SMUN Purwosari/Pasuruan  
mulai Tanggal 4 Januari 2001 s/d 10 Januari 2001.

Dengan judul : "THE DESCRIPTIVE STUDY OF THE STUDENTS DIFFICULTIES  
IN READING COMPREHENSION IN SMUN PURWOSARI-PASURUAN IN THE ACADE-  
MIC YEAR 2000/2001."

Surat keterangan ini di buat untuk dipergunakan sebagaimana mesti-  
nya, kemudian atas perhatiannya kami sampaikan terimakasih.

Purwosari, 10 Januari 2001  
Kepala SMUN Purwosari  
Dra. Sri Kustiati  
104. NIP. 130 286 643



Appendix 5

Table 2:

### THE NAME OF RESPONDENTS

No	NAME	CLASS	NO	NAME	CLASS
1.	Agus Purnomo	II A	45.	Darini Febri A	II B
2.	Beni Eko S	II A	46.	Eko Purwanto	II B
3.	Didik Setyo C	II A	47.	Hartanto	II B
4.	Milana C D	II A	48.	Prayitno	II B
5.	Ninik N I	II A	49.	Prasetyo Utomo	II B
6.	Sarwo Edi	II A	50.	Reni Restianti	II B
7.	Tafik Rmli	II A	51.	Rudi Ariyanto	II B
8.	Yoyon N	II A	52.	Ruruh Diyah K	II B
9.	Kajat	II A	53.	Roys Hadi P	II B
10.	Kasmuniati	II A	54.	Siti Hidayah	II B
11.	Khoirul Anwar	II A	55.	Tutu A	II B
12.	Laifatun N	II A	56.	Eko Cahyo W	II B
13.	Ngaripah	II A	57.	Imam Syafii A	II B
14.	Suprapti	II A	58.	Sunarto Rahardi	II B
15.	Alfi Bismillah	II A	59.	Budi K	II B
16.	Dian A	II A	60.	Gunawan	II B
17.	Dini W L	II A	61.	Like R	II B
18.	Heni N	II A	62.	M. Syamsul H	II B
19.	Imam Safi'i	II A	63.	Hanif	II B
20.	Listiana	II A	64.	Roni F	II B
21.	Masudi	II A	65.	Theresia N	II B
22.	Purnaningsih	II A	66.	Wahyudi	II B
23.	Setyo Rudi R	II A	67.	Agus Adi S	II B
24.	Surono	II A	68.	Ciluk Suhadi	II B
25.	Erna H	II A	69.	Ernawati	II B
26.	Hariyanto	II A	70.	L:angkung W	II B
27.	Ika Yuli	II A	71.	Lilik L	II B
28.	Junaedi	II A	72.	Ririk S	II B
29.	M. Said	II A	73.	Saryo	II B
30.	N. Dopir	II A	74.	Yayuk sri R	II B
31.	Sofyan St	II A	75.	Kukuh P	II C
32.	Gunawan	II A	76.	Ary W	II C
33.	Haryanto	II A	77.	Awang W	II C
34.	Kikit Desi M	II A	78.	Andrianto	II C
35.	Rafiatik	II A	79.	Haryono	II C
36.	Fatriana S	II A	80.	Nuryono	II C
37.	Supatmi PS	II B	81.	Sulistiyowati	II C
38.	Titin E	II B	82.	Sukeshi Dian	II C
39.	Jon Mariyono	II B	83.	Laras S	II C
40.	Eko Sumartik	II B	84.	Wiwik R	II C
41.	Feriyanto	II B	85.	Astuti	II C
42.	Nenik Sundewi	II B	86.	Budi Handoyo	II C
43.	Sri Mjayanti	II B	87.	Budi Santoso	II C
44.	Yoni Nasution	II B	88.	Dartik	II C

89.	Haryanto	II C	141.	Heri Sp	II D
90.	Imam F	II C	142.	Purwandani	II D
91.	Lulus F	II C	143.	Subagyo	II D
92.	Maryono	II C	144.	Ugik Yulianto	II D
93.	Rini D	II C	145.	Aan suryadi	II D
94.	Wiwik	II C	146.	Arif Budi H	II D
95.	Edi Ismanto	II C	147.	Eni Variasih	II D
96.	Siti Al	II C	148.	Mardiono	II D
97.	Sunarmi	II C	149.	Mashudi	II D
98.	Sugiono	II C	150.	Feri Novi	II D
99.	Sudarto	II C	151.	Samuel Raja	II D
100.	Titik r	II C	152.	Neni Dwi yana	II E
101.	Alexander L	II C	153.	Amik Dwi c	II E
102.	Ali Akbar	II C	154.	Bambang I	II E
103.	Buditono	II C	155.	Enik Dwi a	II E
104.	Dian Kanti	II C	156.	Riwayanti	II E
105.	Ika p	II C	157.	Syaiful asis	II E
106.	Nunung W	II C	158.	Suyono	II E
107.	Siswanto	II C	159.	Agus Z	II E
108.	M. Sholehudin	II C	160.	Agus Susanto	II E
109.	Arief Dwi P	II C	161.	Choirul Anam	II E
110.	Ahmad Z	II C	162.	Kristiyo E	II E
111.	Ali Murtado	II C	163.	Surono eko a	II E
112.	Luluk P	II C	164.	Sholikin	II E
113.	Vena Boyanti	II C	165.	Sutrianingsih	II E
114.	Hendri S	II C	166.	Ahmad F	II E
115.	Ekó PU	II D	167.	Ana Mariana	II E
116.	Endro B	II D	168.	Dini Sudrajat	II E
117.	Hari S	II D	169.	Dian Kurnia I	II E
118.	Iir Adi U	II D	170.	Hadi S	II E
119.	Ika Sri W	II D	171.	Kristiana	II E
120.	Kartono	II D	172.	Sapto Hari	II E
121.	Nanik a	II D	173.	Tamsuri	II E
122.	Sri Rahayu	II D	174.	Wagimah	II E
123.	Yalek P	II D	175.	Yudik Wiwik	II E
124.	Ahmad Z	II D	176.	Eka Wahyu S	II E
125.	Enik Yuliati	II D	177.	Fajar Yoni	II E
126.	Imrotul H	II D	178.	Fendik F	II E
127.	Priyono	II D	179.	Ika Rahmawati	II E
128.	Rahmawan	II D	180.	Kafi ansori	II E
129.	Sun Hadi	II D	181.	Rianto	II E
130.	Tri Prasetyo U	II D	812.	Heni Istriana	II E
131.	Amin Ruji	II D	183.	M. Helmi	II E
132.	Andri H	II D	184.	Ridwan Adi	II E
133.	Ddik M	II D	185.	Roni H	II E
134.	Indriyati	II D	186.	Sis Irawati	II E
135.	Imam Ta	II D	187.	Slamet S.	II E
136.	Ima R	II D	188.	Suprioyo	II E
137.	Mulyadi	II D	189.	Kusrini	II E
138.	Samsul A	II D	190.	Edi Sussanto	II E
139.	Puji Lestari	II D	191.	M. Ali	II E
140.	Hendro S	II D	192.	Dedy S.	II E

Appendix 6

Table 3:

## THE NAME OF PERSONNEL'S OF SMUN PURWOSARI PASURUAN IN ACADEMIC YEAR 2000 2001

No.	Name	Subject	Teacher of
1.	Dra. Sri Kustiati	Head Master	-
2.	Dra. Siti M	Gov. Teacher	Indonesian Language
3.	Drs. Gatot WS	Gov. Teacher	PPKN
4.	Drs. Abdul Wahid	Gov. Teacher	History
5.	Dra Mustaflika	Gov. Teacher	Guide and Instruction
6.	Dra, Tri Adam M	Gov. Teacher	Indonesian Language
7.	Dra. Endah S	Gov. Teacher	Guide and Instruction
8.	Drs. Purnomo H	Gov. Teacher	Geography
9.	Drs. Supriyanto	Gov. Teacher	Biology
10.	Dra. Suprapti	Gov. Teacher	Arts
11.	Drs. Tri S	Gov. Teacher	Sports
12.	Sri Kaeksi B	Gov. Teacher	Mathematics
13.	Drs. Harun	Gov. Teacher	Education of Islam
14.	Drs. Surono	Gov. Teacher	English
15.	Drs. Suryonoto	Gov. Teacher	Mathematics
16.	Drs. S. Suprpto	Gov. Teacher	Biology
17.	Drs. Gunawan W	Gov. Teacher	Biology
18.	Drs. Sya'roni	Gov. Teacher	Education of Islam
19.	Supriyatin	Gov. Teacher	Economics
20.	Agus Zar'an	Gov. Teacher	Economics
21.	R. Bagus W	Gov. Teacher	Mathematics
22.	Abdul Salam BA	Gov. Teacher	English
23.	Sundariyatun	Gov. Teacher	Guide and Instruction
24.	Kustamto	Gov. Teacher	Physics
25.	Dwi Yuni AH	Gov. Teacher	History
26.	Sidik Sulasmono	Gov. Teacher	PPKN
27.	Lilik Hariyani	Gov. Teacher	Chemistry
28.	Subaryanto, SH	Gov. Teacher	English
29.	Mamik Hari P	Gov. Teacher	Biology
30.	Djoko Sumarno	Gov. Teacher	Physics
31.	Tutut Trianingsih	Gov. Teacher	Mathematics
32.	Siti fatimah	Gov. Teacher	Chemistry
33.	Dian Farida P	Gov. Teacher	Physics
34.	David Laenoh	Honorary Teacher	Education of Christ
35.	Drs. S. Prasetyo	Honorary Teacher	Geography
36.	Dra. Ida K	Honorary Teacher	Indonesian Language
37.	Lilik S, SPd	Honorary Teacher	Mathematics
38.	Fatkul Hadi	Honorary Teacher	History
39.	Muslika, SPd	Honorary Teacher	Mathematics

## Appendix 7

Table 4 :

### THE NAME OF ADMINISTRATIVE STAFF OF SMUN PURWOSARI IN ACADEMIC YEAR 2000/2001

No.	Name	Subject	Occupation
1.	Ponidi	Gov. Official	Leader of A. Staff
2.	Nik Yuliani	Gov. Official	Treasurer
3.	Saidi	Gov. Official	Official's matter
4.	Sumantri	Hon. Official	Treasurer
5.	Mimin R.	Hon. Official	Studentials
6.	Saputra	Hon. Official	Inventarian
7.	Bambang S	Hon. Official	Librarian
8.	Budiono	Hon. Official	Laboratory
9.	Sukadi	Hon. Official	H. Master's matter
10.	Slamet Hartuti	Hon. Official	Salerian
11.	Hartatik	Hon. Official	Librarian
12.	Slamet Arianto	Hon. Official	Messenger
13.	Sugiono	Hon. Official	Massenger
14.	Sidi	Hon. Official	Gardener
15.	Jali	Hon. Official	Gardener
16.	Subadi	Hon. Official	Guardian

Appendix 8

Table 7:

INTERVIEW GUIDE

NO	The Data Taken	Data Resources
1	2	3
1.	The English subject taught in SMUN Purwosari	The Principal
2.	The Students' learning process	English Teachers
3.	The Method used in teaching learning	English Teachers

Appendix 9

Table 8:

OBSERVATION GUIDE

NO	The Data Taken	Data Resources
1	2	3
1.	Observing The Location of SMUN	SMUN Purwosari
2.	The Description of SMUN	Data
3.	The Condition of the building and the facilities	SMUN Purwosari

Appendix 10

Table 9:

DOCUMENTATION GUIDE

NO	The Data Taken	Data Resources
1	2	3
1	The number of the second year students	SMU Administrator
2	The personals and the administrative staff of SMUN Purwosari	SMU Administrator
3	The plan of SMUN Purwosari	SMU Administrator



Appendix 11

Table 6:

THE RESULTS OF THE ANALYSIS OF THE DEGREE OF THE DIFFICULTIES  
OF THE TEST ITEMS

ItemsNo.	Total Respondents	Right Answers	Index	Categories
1	2	3	4	5
01	40	36	0,90	Easy
02	40	32	0,80	Easy
03	40	20	0,50	Sufficient
04	40	12	0,30	Difficult
05	40	22	0,55	Sufficient
26	40	24	0,50	Sufficient
27	40	8	0,20	Difficult
28	40	10	0,25	Difficult
29	40	14	0,35	Sufficient
30	40	26	0,65	Sufficient
06	40	28	0,70	Sufficient
07	40	36	0,90	Easy
08	40	31	0,78	Easy
09	40	11	0,28	Difficult
10	40	9	0,23	Difficult
31	40	25	0,63	Sufficient
32	40	28	0,70	Sufficient
33	40	34	0,85	Easy
34	40	30	0,75	Easy
35	40	24	0,60	Sufficient
11	40	38	0,95	Easy
12	40	12	0,30	Difficult
13	40	22	0,55	Sufficient
14	40	27	0,68	Sufficient
15	40	33	0,83	Easy
36	40	26	0,65	Sufficient
37	40	35	0,88	Easy
38	40	34	0,85	Easy
39	40	16	0,40	Sufficient
40	40	19	0,48	Sufficient
16	40	36	0,90	Easy
17	40	28	0,70	Sufficient
18	40	25	0,63	Sufficient

19	40	4	0,10	Difficult
20	40	14	0,35	Sufficient
41	40	12	0,30	Difficult
42	40	27	0,68	Sufficient
43	40	30	0,75	Easy
44	40	31	0,78	Easy
45	40	16	0,40	Sufficient
21	40	11	0,28	Difficult
22	40	39	0,48	Sufficient
23	40	26	0,65	Sufficient
24	40	6	0,15	Difficult
25	40	14	0,35	Sufficient
46	40	16	0,40	Sufficient
47	40	17	0,43	Sufficient
48	40	30	0,75	Easy
49	40	20	0,50	Sufficient
50	40	32	0,80	Easy

**LEMBAR KONSULTASI PENYUSUNAN SKRIPSI**

N a m a : Yakub Mulyono  
 Nim / Jurusan / Angkatan : 9302107142/PBS/1993  
 Judul Skripsi : The Descriptive Studynof the Students'  
Difficulties in Reading Comprehension in SMUN Purwosari-Pasuruan  
in the Academic Year 2000/2001  
 Pembimbing I : Dra. Wiwiek Istianah, M.Kes. MEd  
 Pembimbing II : \_\_\_\_\_

KEGIATAN KONSULTASI :

No.	Harj tanggal	Materi Konsultasi	Tt. Pembimbing
1.	Senin/22 Mei 2000	Matrik dan Judul	<i>[Signature]</i>
2.	Kamis/25 Mei 2000	Bab I	<i>[Signature]</i>
3.	Senin/12 Jun 2000	Bab II	<i>[Signature]</i>
4.	Rabu/13 Sept 2000	Bab III	<i>[Signature]</i>
5.	Selasa/24 Ok 2000	Proposal Seminar	<i>[Signature]</i>
6.	Rabu/17 Jan 2001	Bab IV	<i>[Signature]</i>
7.	Selasa/23 Jan2001	Bab V	<i>[Signature]</i>
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

- CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi  
 2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.