

**THE MASTERY OF INFERENTIAL LEVEL COMPREHENSION OF
THE SECOND YEAR STUDENTS OF SMA SASANA BHAKTI
SURABAYA**

A THESIS

**In Partial Fulfilment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching**



By :

MELINDA ISTONO

1213089057

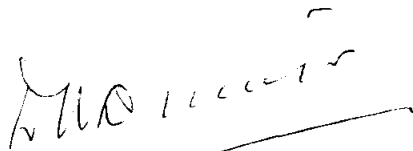
No. INDUK	2244 36
TGL TERIMA	20. 7. 96
REVISI	
PA DI T	
No. BUKU	TK-ig Isb m-1
KCP. KE	Surabaya

**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
APRIL, 1996**

APPROVAL SHEET

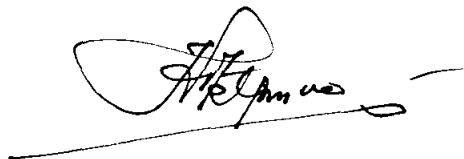
(I)

This thesis entitled THE MASTERY OF INFERENTIAL LEVEL. COMPREHENSION OF THE SECOND YEAR STUDENTS OF SMA SASANA BHAKTI SURABAYA which is prepared and submitted by MELINDA ISTONO has been approved and accepted as partial fulfilment of the requirement for Sarjana Pendidikan degree in English Language Teaching by the following advisors :



DR. Damatius Wagiman Adisutrisno, MA.

First Advisor



Drs. Harto Pramono

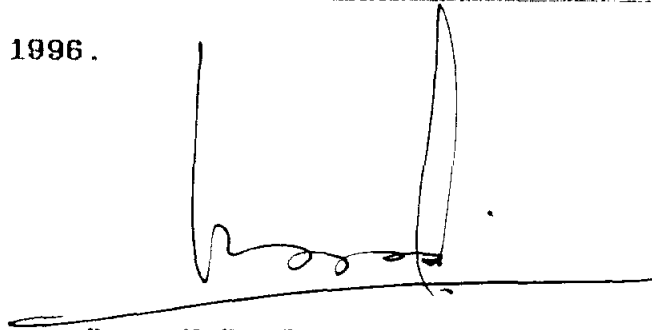
Second Advisor

APPROVAL SHEET

(II)

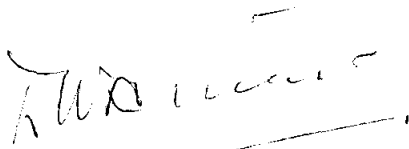
This thesis has been examined by the committee on Oral Examination with a grade of B

on April 1, 1996.



Drs. M.P. Soetrisno, M.A.

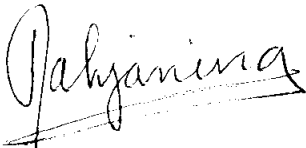
Chairman



DR. D. Wagiman Adisutrisno, M.A.
Member



Drs. Harto Pramono
Member



Dra. Tjahjaning Tingastuti, M.Pd.
Member

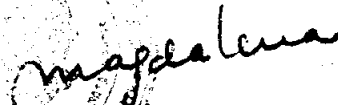
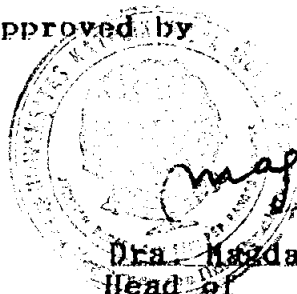


Dra. Megawati Liesman
Member

Approved by



Drs. Antonius Gurito
Dean of the Teacher
Training College



Dra. Magdalena I. Kartio, MA
Head of
the English Department

ACKNOWLEDGEMENT

The writer would like to express her deepest gratitude to :

The heavenly God, who has made everything possible under His holy providence.

DR. Damatius Wagiman Adisutrisno, MA., her first thesis writing advisor, whose comments, encouragement and suggestions have been of great help to her in accomplishing this thesis.

Drs. Harto Pramono, her second thesis writing advisor, for the advice, spirit and guidance.

The headmaster and the English teacher of SMA Sasana Bhakti Surabaya for their generosity in giving the chance to the writer to conduct the experiment test in their school.

Her loving family who have given their support and help to the writer during this thesis writing.

All of those who have participated in the completion of this study.

TABLE OF CONTENTS

	Page
APPROVAL SHEET I	i
APPROVAL SHEET II	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENT	iv
ABSTRACT	vii
CHAPTER I : INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 The Objective of the Study	3
1.4 Significance of the Study	4
1.5 Scope and Limitation of the Study...	4
1.6 Assumptions.....	4
1.7 Theoretical Framework.....	5
1.7.1 The Process of Reading.....	5
1.7.2 The Theory of Reading.....	6
1.7.3 Schema Theory.....	7
1.7.4 Reading Skills.....	7
1.7.5 Methods for Improving Comprehension.	8
1.8 Definition of Key terms.....	8
1.8.1 Reading.....	8
1.8.2 Inferential level Comprehension.....	8
1.8.3 Narrative Passages.....	9

1.8.4	Descriptive Passages.....	9
1.9	Organization of the Thesis	9
CHAPTER II	: REVIEW OF RELATED LITERATURE.....	11
2.1	The Process of Reading.....	11
2.2	The Theory of Reading.....	13
2.2.1	The Bottom - Up Model.....	14
2.2.2	Top - Down Model.....	14
2.2.3	Interactive Model.....	16
2.3	Schema Theory.....	17
2.3.1	Definition of Schema.....	18
2.3.2	The Function of Schemata.....	18
2.4	Reading Skills.....	19
2.4.1	Word Recognition Skill.....	20
2.4.2	Comprehension Skill.....	21
2.5	Methods for Improving Comprehension	27
CHAPTER III	: THE RESEARCH METHODOLOGY.....	31
3.1	The Nature of the Study.....	31
3.2	Population and Sample.....	31
3.3	Instrument of the Research.....	32
3.4	The Item Analysis.....	34
3.5	Data Collection.....	36
3.6	Data Analysis.....	37

CHAPTER IV : FINDINGS AND INTERPRETATION.....	39
4.1 The Findings of the Study.....	39
4.2 Interpretation of the findings.....	44
CHAPTER V : CONCLUSION AND SUGGESTIONS.....	46
5.1 Conclusion.....	46
5.2 Suggestions.....	47

BIBLIOGRAPHY

APPENDIXES : Appendix I : The Computation of the difficulty and the discrimination index of the Try out test.

Appendix II : Skills and Items.

Appendix III : Reading :

Mother Teresa

Raden Ajeng Kartini

The Great Wall

The National Monument.

A B S T R A C T

THE MASTERY OF INFERENTIAL LEVEL COMPREHENSION OF THE SECOND YEAR STUDENTS OF SMA SASANA BHAKTI SURABAYA

by
MELINDA ISTONO

Reading as the third skill in language learning plays an important role for the Indonesian students in learning English as a foreign language since the majority of them may never speak much English, but most of them will have to read English in order to complete their university studies. Therefore, the main objective of teaching English at the senior high school is the ability to read.

When carrying out her teaching practice in SMA Sasana Bhakti Surabaya, the writer made some observations on the results of the students' reading tests. From her observations, she found out that the students got problems in comprehending the reading passage, especially the inferential questions.

Realizing the situation stated above, the writer is interested in conducting this study. The writer decides to limit the study on the students' inferential comprehension of passages written in English.

By using sample of forty five students of the second year of SMA Sasana Bhakti Surabaya, reading comprehension test was conducted. The test conducted to get the data consisted of two different kinds of reading passages (narrative and descriptive). There were sixteen questions that the writer made. But, before being employed the try-out test was conducted and the test items were analyzed to know the degree of difficulty and the discrimination index.

The scores obtained from the test are analyzed by using statistical calculation. The calculation shows that the mean of the scores in the narrative passage is 73. And the mean of the scores in the descriptive passage is 68. It means that it is lower than the standard requirement 75. However, the students' mastery is good enough since the standard requirement used is 75 taken from the GBPP. The percentage of the students who have mastered (those who get score above 75) the inferential comprehension skills in the narrative passage or fulfilled the standard requirement is 53.2%. And the percentage of the students who have mastered the inferential comprehension skills in the descriptive

passage is 44.4%. But it does not mean that the students are already in the inferential level of comprehension. They have not been at the inferential level of comprehension yet since the mean of the scores is below 75.

It will be of a great help when the suitable material is presented in the right technique of teaching and also the students themselves have great motivation. Having good and enough prior knowledge is also helpful to improve the students' reading comprehension to achieve the standard requirement that has not been fulfilled yet.