

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF STUDENTS' DIFFICULTIES ON READING TEXT IN  
FINDING MAIN IDEA AT THE TENTH GRADERS OF SMK DARUL  
A'MAL METRO**

**By:**

**HAANII PRADINI  
Student Number: 1801072015**



**Tarbiyah and Teachers Training Faculty  
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1443 H / 2021 M**

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Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd.)  
in English Education Department

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Title : AN ANALYSIS OF STUDENTS' DIFFICULTIES ON READING  
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**RATIFICATION PAGE**

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**AN ANALYSIS OF STUDENTS' DIFFICULTIES ON READING TEXT IN  
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A'MAL METRO**

**ABSTRACT**

By:  
Haanii Pradini

Reading is about looking through the text for details. The context of this research is explained about the students' difficulties on reading text in finding main idea. The objective of this research is to know the difficulties that faced by the students in reading text, the factors of the students' difficulties in finding the main idea in text, the students overcome the difficulties in finding main idea in the text at the tenth graders of SMK Darul A'mal Metro.

The research design of this research was qualitative research. The data collecting technique of this research was documentation, observation, and interview. The sample of this research was ten students of Computer and Network Engineering in e class at SMK Darul A'mal Metro.

The result of this research shows that the students' difficulties in reading text at the tenth graders of SMK Darul A'mal Metro is the students are difficult to find the main idea in English text. The factors that caused the students difficult to find the main idea in text are students need a long time in answering question of main idea question, students do not focus while answering question, and students also do not know the meaning of the sentence. Also most of students at the tenth graders of SMK Darul A'mal Metro are do not know what is main idea, and the students do not know how to find the main idea in the text. Another reason of the factor that make the students difficult to find the main idea in English text because of the long sentence, limit vocabulary of students, and the students' lack of reading strategy. The students' solving of the difficulties in finding main idea in the text are read again the text, ask the teacher, and ask friends for a help.

**Key words:** Students' difficulties, reading text, finding main idea.

**ANALISIS KESULIATAN-KESULITAN SISWA PADA TEKS BACAAN  
DALAM MENEMUKAN IDE UTAMA DI KELAS SEPULUH SMK  
DARUL A'MAL METRO**

**ABSTRAK**

Oleh:

Haanii Pradini

Membaca merupakan memeriksa teks dengan teliti. Konteks dari penelitian ini ialah menyatakan tentang kesulitan-kesulitan siswa pada teks bacaan dalam menemukan ide utama di kelas sepuluh SMK Darul A'mal Metro. Tujuan penelitian ini adalah untuk mengetahui kesulitan-kesulitan siswa dalam teks bacaan, faktor-faktor kesulitan siswa dalam menemukan ide utama dalam teks, siswa mengatasi kesulitan dalam menemukan ide utama dalam teks di kelas sepuluh SMK Darul A'mal Metro.

Penelitian ini merupakan penelitian yang bersifat kualitatif. Teknik pengumpulan data dari penelitian ini yaitu: dokumentasi, observasi, dan wawancara. Sampel dari penelitian ini adalah sepuluh siswa kelas sepuluh e Teknik Komputer dan Jaringan di SMK Darul A'mal Metro.

Hasil dari penelitian ini menunjukkan bahwa kesulitan-kesulitan siswa dalam teks bacaan di kelas sepuluh SMK Darul A'mal Metro yaitu siswa-siswa sulit untuk menemukan ide utama dalam teks Bahasa Inggris. Faktor-faktor yang menyebabkan siswa-siswa sulit untuk menemukan ide utama dalam teks, yaitu: siswa-siswa lama dalam menjawab soal tentang ide utama, siswa-siswa tidak fokus saat menjawab soal, siswa-siswa juga tidak mengetahui arti dari kalimat. Kebanyakan siswa-siswa di kelas sepuluh SMK Darul A'mal Metro juga tidak mengetahui apa itu ide utama, dan siswa-siswa tidak mengetahui bagaimana cara menemukan ide utama dalam teks. Faktor lain yang membuat siswa-siswa sulit untuk menemukan ide utama dalam teks Bahasa Inggris karena panjangnya kalimat, kosakata siswa yang terbatas, dan kekurangan siswa dalam strategi membaca. Penyelesaian dari kesulitan siswa-siswa dalam menemukan ide utama dalam teks yaitu: membaca ulang teks tersebut, bertanya pada guru dan teman-teman.

**Kata kunci:** Kesulitan-kesulitan siswa, teks bacaan, menemukan ide utama.

## STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, 1 September 2021  
The Researcher



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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dikutip dari sumbernya dan disebutkan dalam daftar pustaka.

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Penulis



Haanii Pradini  
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## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

*fa-inna ma'a al'usri yusraan*

*“Karena sesungguhnya sesudah kesulitan itu ada kemudahan”*

“Surely with difficulty is ease”

(QS. Al-Insyirah: 5)

## **DEDICATION PAGE**

I'm dedicating this undergraduate thesis to:

My precious parents Edy Rudiyanto, S.E., S.H., and Asmarani, S.Pd.

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First of all, thanks and praise to Allah SWT for all of his mercy. So, the researcher can finally finish this research entitled “An Analysis of Students’ Difficulties on Reading Text in Finding Main Idea at the Tenth Graders of SMK Darul A’mal Metro”.

In the second, thanks a lot for my beloved parents Edy Rudiyanto, S.E., S.H., and Asmarani, S.Pd. that always support and guide the researcher. In the third, thanks a bunch for all of the lectures of IAIN Metro that gives the researcher knowledge and information. Also for SMK Darul A’mal Metro that has given the researcher the opportunity to conduct this research.

Then, the researcher hopes that this research will become source of good for others and the researcher expected the readers to give suggestion and also criticism for the perfect research.

Metro, 1 September 2021  
The Researcher



Haanii Pradini  
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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language can be used by human to communicate with people in live activities at the environment. Language has symbol and sound as a tool that used to communicate between the speaker and listener among the nations in all over the world. Every nation in every country has each other. In international relationships, a few international languages are used.

Relating to international languages, English is the most important international language used to communicate among countries in the world. English is not only to communicate among countries in the world but also to develop technology and science. Moreover, English has become the world's international language in communication. Many countries used English as the first, second, and foreign language. In Indonesia, English is stated as the foundation of foreign language and used for many needs of people, for example in the field of business, economy, social, culture, military, law, politics, and also education.

English has officially taught on Indonesian students from primary school up to university. Furthermore, teachers have to master and understand the appropriate technique to be used to teach English as foreign language or target

language for students. Thus, the students will understand English material well when students learning English with the suitable technique.

In the context of English, there are four skills to learn, namely speaking, reading, writing, and listening. Reading is one of the important skills. Reading called the important skill because it can help the students understand the text. In reading process, students should master at reading in order to prove the performance in English. Students also need to have good reading for acquiring knowledge and learning new information. If the students' reading ability is low, students will fail in study and will have difficulty to improve the progress. In other words, if the students' reading ability is high, students will have a better chance to improve the progress in study.

Moreover, reading is about looking through the text for details. Reading skill is about understanding of what has been read in the text. Learning to read is not easy because reading require a high level of reading skill. For example, if the reader cannot get the point, the reader also cannot find the main idea in the text.

Furthermore, on reading activity in English class many students find the difficulties in reading text. The difficulties that students faced when reading text are in finding, identifying, implied the main idea in the text and the factors which might caused the students difficult to finding, identifying, implied the main idea in the text are lack of understand the long sentences, lack of reading techniques, and lack of concentration when reading. So, it

makes the students get the low score when answering the question, to minimize this problem the teacher should be patient to the students when teaching in order to know the students' ability and give the appropriate strategies for students . This also occurred on students at the tenth graders of SMK Darul A'mal Metro. The students at the tenth graders of SMK Darul A'mal Metro have difficulties in finding the main idea in the text.

In this case, the researcher conducted a pre-survey on April, 29<sup>th</sup> 2021 at SMK Darul A'mal Metro. The researcher did the interview with the English teacher about the students' ability in reading skill. The researcher did the answer from the English teacher that the students at SMK Darul A'mal Metro are difficult to find the main idea in reading text.

In this research, the researcher chooses the tenth graders of Computer and Network Engineering in e class of SMK Darul A'mal Metro to observe. It consists of twenty one students. The researcher got the data of the tenth graders students of Computer and Network Engineering in e class at SMK Darul A'mal Metro.

**Table 1**  
**The data of the tenth graders students of Computer and Network Engineering in e class at SMK Darul A'mal Metro**

No	Name of Student	Score	Symbol
1	ALLYA DHAIFINA PUTRI	63.33	IC
2	ANISA FATMALA SARI	60	IC
3	AQUILLAH YUPADA	36.67	IC
4	AYU BELA SAFIRA	80	C
5	DESNA ULANDARI	66.67	IC
6	FERA AMANDA ABELLIA	74	C
7	HANI PUSPITA SARI	56.67	IC
8	INTAN INDAH NUR MAHYA	46.67	IC
9	KANSYA ADISTIA DARMA	76.67	C
10	KHAFIFATUR ROHMAH	86.67	C

11	LESTARINA	53.33	IC
12	NANDA RUPHITA LESTARI	74.33	C
13	NOVA NUR ANISA	74	C
14	REZA HASNA NAURAH SALSABILA	74	C
15	RIFDA LAILATUL MAFIROH	83.33	C
16	ROFI' MAHMUDIAH	74.33	C
17	SALSABILA PUTRI CAHYA NINGRUM	50	IC
18	SEPTIANA SUKMA DEWI	80	C
19	SITI NUR HAYATI	74	C
20	VINA NUR AINI	66.67	IC
21	ZITA AZARIA	60	IC

*Source: Taken on a pre-survey on April, 29<sup>th</sup> 2021 from English teacher's archive of the tenth graders students of Computer and Network Engineering in e class at SMK Darul A'mal Metro*

Note. IC: In Complete

C: Complete

From the score above, the students' ability in reading skill are low because of the Minimum Mastery Criteria (KKM) at the tenth graders of SMK Darul A'mal Metro is seventy four. It can be found that eleven students complete the test and ten students are in complete.

Based on the statement, the researcher regards that students' difficulties should be analyzed. This research, designed to obtain an empirical description of the students' difficulties in reading text in English learning particularly. As a result, the researcher would like to conduct the research with the title "An Analysis of Students' Difficulties on Reading Text in Finding Main Idea at the Tenth Graders of SMK Darul A'mal Metro".

## **B. Problem Formulation**

Based on the background above the problem that will be research by the researcher as follows:

1. What are the difficulties that faced by the students in reading text?

2. What are the factors caused the students difficult to find the main idea in the text?

3. How do the students solve the difficulties in finding main idea in the text?

### **C. The Objective and Benefits of the Study**

#### **1. The Objective of the Study**

Referring to the problem of the study, the objective of the study is hopefully able to know the difficulties that faced by the students in reading text, the factors of the students' difficulties in finding the main idea in text, the students overcome the difficulties in finding main idea in the text at the tenth graders of SMK Darul A'mal Metro.

#### **2. The Benefits of the Study**

##### **a. For the Students**

The researcher hopes that the students be able to find the main idea in every kind of text on reading skill.

##### **b. For the Teacher**

The researcher hopes that the teacher be able to improve the experience in solve the students' difficulties and give the appropriate strategies to students.

##### **c. For the Researcher**

The researcher hopes that the researcher be able to give result on description factors of the students' difficulties in finding the main idea in text that faced by the tenth graders at SMK Darul A'mal Metro.

#### **D. Prior Research**

The Researcher used some relevant previous research to support and prove the originality of this research. There are five researchers that had done the research in reading about analysis of difficulties.

The first research is from Anita Lovia Girsang et.al., entitled “*An Analysis of Reading Comprehension Difficulties in TOEFL Test by High School Students*”. The researchers did the research on high school students who had taken the TOEFL test. The objective of the research was to find out the difficulties that were felt by high students in answering reading comprehension questions on TOEFL test. The analysis of the data use qualitative research method. In addition, the result of the research can be found that the biggest problem in reading comprehension in the TOEFL test was due to the lack of interest in reading high school students so they would feel bored by seeing the text in front of them and it was still difficult for high school students to find the meaning of the text due to lack of vocabulary, and lack of practice to answer questions related to reading comprehension with the lack of practice, they think that the time to answer questions is not enough.<sup>1</sup>

The second research is from Nining Warnidah and Bambang Suwarno Arono with the title “*Students’ Difficulties in Making Inference in Reading Narrative Passage at the Social Eleventh Grade of SMAN 1 Curup*”. The

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<sup>1</sup> Anita Lovia Girsang et.al., “*An Analysis of Reading Comprehension Difficulties in TOEFL Test by High School Students*”, LEEA: IPM2KPE Journal 3 (2019): 132

researcher conducts the research on the eleventh graders students of SMAN 1 Curup. The researchers present the purpose of this research is to find out the students' difficulties in making inference in reading narrative passages. The researchers used reading test to get data. The researcher also presents the result that the students' overall difficulty in making inference in reading narrative passages belonged to "moderate" category.<sup>2</sup>

Next, the prior research entitled "*The Difficulties Encountered by The Second Grade Students of SMA YPTB Ketong in Reading Comprehension*" written by Sudarto, Nadrun and Andi Naniwarsih. In this research, the researchers conducted this research in SMA YPTB Ketong. Goal of this research is to find out the difficulties in reading comprehension encountered by the second grade students of SMA YPTB Ketong. The data was collected by interviewing the students and the English teachers. The researchers conclude that the result of interview from the teachers shows that in the teaching process they do not know the name of the method, explain more and more because students get confused in understanding and translating the words in reading text. The student have insufficient vocabulary so that they find it difficult to understand reading comprehension, difficult in getting

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<sup>2</sup> Nining Warnidah and Bambang Suwarno Arono, "*Students' Difficulties in Making Inference in Reading Narrative Passage at the Social Eleventh Grade of SMAN 1 Curup*", *Journal of Applied Linguistics and Literature* 2 (2016): 78



message from the reading text, to understand the teacher's explanation and words in English that have more than one meaning.<sup>3</sup>

Then, journal of Fernandita Gusweni Jayanti from Universitas Bengkulu entitled "*Reading Difficulties: Comparison on Students' and Teachers' Perception*". Students of English Department Program at the University Bengkulu were randomly chosen in this study and also teachers who teaching reading course. This study conducted in order to examine and compare students' and teachers' perception regarding students' reading difficulties. The method of this study used questionnaire. For the result of the study, students and teachers agree in some points and in some points there are different perceptions.<sup>4</sup>

The last study is taken from journal of Ratih Laily Nurjanah published in Universitas Ngudi Waluyo with the title "*The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test*". The writer observes this study on students of English Literature at Universitas Ngudi Waluyo. This study is an attempt to find out the difficulties that students faced when doing reading comprehension to find the technique or method to overcome the problem and answer the research questions. The writer chose explanatory multi-method strategy for the method of this study. The result

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<sup>3</sup> Sudarto, Nadrun and Andi Naniwarsih, "*The Difficulties Encountered by The Second Grade Students of SMA YPTB Ketong in Reading Comprehension*", Journal of Chemical Information and Modeling 53 (2013): 827

<sup>4</sup> Fernandita Gusweni Jayanti, "*Reading Difficulties: Comparison on Students' and Teachers' Perception*", ISELT: Proceeding of the Fourth International Seminar on English Language and Teaching 4 (2016): 296

show that students face problem related to poor habit of reading and less interesting reading comprehension course in classroom.<sup>5</sup>

Referring to the prior research, the researcher focused on analyzing students' difficulties. Based on background study the researcher wants to know the factors that causes students difficult to find the main idea in text. For that, the researcher wants to conduct a new research entitled "*An Analysis of Students' Difficulties on Reading Text in Finding Main Idea at the Tenth Graders of SMK Darul A'mal Metro*".

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<sup>5</sup> Ratih Laily Nurjanah, "*The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test*", *Metathesis: Journal of English Language Literature and Teaching* 2 (2018): (2): 254

## CHAPTER II

### THEORETICAL REVIEW

This chapter provides a review of theories related to the research topics. The particulars of the theoretical review are presented as follows.

#### **A. Concept of Reading**

People want to obtain information about a specific subject in the text, people definitely have to read that text. Variety of texts that people read are signs, timetables, directories, maps, letters, tables, application forms, stories, text books, instructional, leaflets.<sup>6</sup>

Reading means an activity of reader to understand about passage or written text. In simple definition, reading can be defined as a process that requires comprehension to understand written text by mixing and classifying words into simple information or ideas that make the reader easier to gain the meaning of the text.<sup>7</sup>

Moreover, reading means an activity of readers to get the message or information. In English learning process at the classroom, teachers usually use texts or books as a media to convey material of a subject to students. It means that students need to read a text or book to get the material of the subject.

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<sup>6</sup> Nurteteng Syaid, “*The Students Personality Based on the Reading Strategy Used*”, Exposure 7 (2018): (2): 192

<sup>7</sup> Fusthaathul Rizkoh, Jos E Ohoiwutun, and Nur Sehang Thamrin. “*The Implementation of Speed Reading Technique to Improve Comprehension Achievement*”, e-Journal of English Language Teaching Society (ELTS) 2 (2014): (3): 1

Reading seems to be an active process to understanding print and graphic text. Reading aims to make every student know or understand something from the text and get new information. In English department program, the students must be mastered at reading skill, because when reading, students will understand something.<sup>8</sup>

Furthermore, reading can be one of the language skills that have big impact as the language input which is certainly important in the process of learning and improving language skills especially in English learning process. To support the students intend have good skill in extracting and absorbing information, the students must be having a good learning and practicing in reading.<sup>9</sup>

Therefore, reading defined as the activity that construct meaning from a printed language based on the reader's background knowledge in order to develop a better concept. So, the reader can learn something new from the information obtained from the printed language.

Then, in reading there are several techniques, such as skimming technique and scanning technique.

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<sup>8</sup> Mirna Ismail, "The Use of Directed Reading Thinking Activity (Drta) to Improve Students Reading Comprehension of the First Grade of Smk Pembangunan Kota Ternate", *Langua-Journal of Linguistics, Literature, and Language Education* 1 (2018): (1): 42

<sup>9</sup> Greselia Kaganang, "The Use of Problem-Based Learning to Improve Students' Reading Comprehension at the First Grade Students of Senior High School 1 of Middle Halmahera", *Langua-Journal of Linguistics, Literature, and Language Education* 2 (2019): (1): 45

## 1. Skimming Techniques in Reading

According to Qismullah Yusuf et al. skimming is completed at three or four times faster than normal reading. Readers skim because of the large amount of content to read in a short time period. In other definition, skimming means that readers who skim should take the most relevant information and the main idea rather than using all of the sentences. If skimming is related to speed, Qismullah Yusuf et al. recommend that in order to enhance reading speed, readers also have to improve comprehension, memory and recall, and eliminate interruptions, deferment, and pressure. And Qismullah Yusuf et al. also recommend the procedure of skimming technique in reading into three steps as follows:

- a. Read first sentence of paragraph in printed text.
- b. Read last sentence of paragraph in printed text.
- c. Read the key words in printed text.<sup>10</sup>

Referring the procedure above, Qismullah Yusuf et al. added two skimming patterns in the process of reading.

Below are the skimming patterns in the process of reading:

- a. For formal style, with long sentences and long paragraphs. The readers have to read using the three steps above.

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<sup>10</sup> Qismullah Yusuf et al., "Skimming and Scanning Techniques to Assist EFL Students in Understanding English Reading Texts", Indonesian Research Journal in Education |IRJE|1 (2017): 47

- b. For informal style, with short sentences and short paragraphs. The readers have to read using only first step and second step.<sup>11</sup>

## 2. Scanning Technique in Reading

Qismullah Yusuf et al. said that scanning is different with skimming because in scanning readers are less involved with overall context of text and more involved with the specifics context of text. The specifics context of text means include dates, names, and places. Another definition, scanning is to retrieve precise information without needing to read the entire text.

Then, Qismullah Yusuf et al. shows the procedure of scanning technique in reading into three steps as follows:

- a. Only keep the certain information in mind to be identified.
- b. Choose the clues that might help in identification of the required information.
- c. Have a brief look and scan down the site to find the clues.<sup>12</sup>

### B. Concept of Reading Comprehension

The aims of reading is not only to constructs meaning from a text but reading needs understanding and comprehension to get points from a text. In this case, reading and understanding have a relation. Reading contains an activity to understand the information by reading text. Besides that, reading comprehension means a skill or an ability to understand text. Thus, reading

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<sup>11</sup> *Ibid.*

<sup>12</sup> *Ibid.*, 47-48

comprehension consist of two words, such as reading and comprehension.<sup>13</sup>

Reading comprehension is a process that complex in which the reader uses cognitive content in order to obtain meaning from the printed text. The readers have to be able to comprehend the printed text in order to serve the understanding by describing the content of the printed text. The way of describing is by answering the exercises that given from the printed text. If the reader has ability to answer the exercises correctly, it means that the reader success in comprehend the printed text.

In addition, reading comprehension refers to an ability of reader to understand the background and the hidden meanings of the text.

So, reading comprehension is the complex process in involving a compound of text and reader.<sup>14</sup>

Meanwhile, reading comprehension defined as the process of to produce meaning of written text through meaningful interpretation and interaction with language. So, if the students want to comprehend and understand the text, the students should adjust the understanding about the use of vocabulary, sentence structure, the meaning of words, and correlation among the words or sentence in written text.<sup>15</sup>

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<sup>13</sup> Nuriati, Jos. E.Ohoiwutun, Mashuri, “*Improving Students’ Reading Comprehension by Using Buzz Group Technique*”, e-Journal of English Language Teaching Society (ELTS) 3 (2015): (2) 1-2

<sup>14</sup> Mohammad Reza Ahmadi, Hairul Nizam Ismail, and Muhammad Kamarul Kabilan Abdullah, “*The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension*”, English Language Teaching 6 (2013): (10): 235

<sup>15</sup> Putu Pande Sri Yulianti, Jos. E. Ohiwutun, Wahyudin, “*Increasing Reading Comprehension Through Edutainment Approach*”, E-Journal of English Language Teaching Society (ELTS) 1 (2013): (2): 1

Based on the definition of reading comprehension above, the conclusion is the reading comprehension means a process to understanding the message about what has reader read and understand.

### **1. Level of Reading Comprehension**

Teachers of English subject should be informed that the goal of reading is comprehension of the text to find main idea in what has been read. Whereas, categorize of reading comprehension are four categories.

#### **a. Literal Reading**

Literal comprehension in reading involves acquiring of information that is explicitly specified in a selection. Literal comprehension in this category is the lowest type of understanding.

#### **b. Interpretive Reading**

An imperative that requiring reading between outlines or implied in the text. Instead of reading between outlines or implied in the text, the reader must imagine the action in the text. This level is exceeded literal comprehension.

#### **c. Critical Reading**

Critical Reading is stand for reading to assess or review ideas of text. And also implicate deep concentration. In this category, readers should be collected, analyze and integrate the information of text.

#### **d. Creative Reading**

Creative reading involves shifting beyond the content that provided by the author or writer and creative reading requires the readers to



explore and use creativity while reading.<sup>16</sup> In this level the reader would become an active contributor and contributing the message to add the author's text.

In conclusion, the aims of the reading comprehension are to achieve the information from the readers' needs, read for delight, and read to gain knowledge.

## **2. Aspects of Reading Comprehension**

In reading comprehension, there are several aspects in comprehending text. Septiana Fauzia defines five aspects of reading comprehension. There are determining main idea, locating reference, making inference, detailing information, and understanding vocabulary. These aspects are considered as difficulties that students face while comprehending the text. The described of these aspects will be described as follow:

### **a. Determining Main Idea**

According to Septiana Fauzia, said that finding main idea is an important key to understand a paragraph or text. It means that the students should find the main idea in order to know the point in paragraph or text. Septiana Fauzia assumes that the main idea usually placed at the first sentence but the main idea can be placed in the middle or the last sentence.

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<sup>16</sup> Farid Noor Romadlon, "Promoting Students' Reading Proficiency through Reciprocal Technique", *Vision: Journal for Language and Foreign Language Learning* 6 (2017): (1): 53-54

#### b. Locating Reference

First, reference is the antecedent of pronoun. Next, Septiana Fauzia told that reference is a word or phrase to something which refers. In this aspect, students are expected to understand the pronoun that used in text, including pronoun that used to show people, places, or situations.

#### c. Making Inference

Making inference is seems like making conclusion. The students need to comprehend the text in order to create the conclusion of the statement in text. Septiana Fauzia, stated that students need to practice in combining clues from text with students' background knowledge to make inference. Hence, from the statement we know that clues in text help students to make inference and also help students to answer the questions.

#### d. Detailing Information

Detailing information or it can be detailing question is type of question that is usually comes from reading test. The question is useful for detailing students' ability in understanding the material that stated in text.

#### e. Understanding Vocabulary

Students sometimes understand the whole vocabulary on the text, but students sometimes did not understand some vocabulary on the text. If some students did not understand some vocabulary, those students will guess the meaning from the context. Septiana Fauzi said that

context supports students in making general predictions about meaning.

It means that, making predictions from the context will assist students in understanding the meaning. So, students do not need to look up the word in dictionary.<sup>17</sup>

### 3. Strategy of Reading Comprehension

Strategy of reading comprehension means a cognitive or behavioral action taken under specific social situations to improve some aspect of comprehension.

The strategies for reading comprehension are:

a. Identify the purpose in reading

In reading, the students should make sure that they know their purpose in reading text.

b. Use graphemic rules and patterns to aid in bottom-up decoding (especially for learners in the beginning level)

In reading, one of the students' difficulties is making correspondence between spoken and written English.

c. Use efficient silent reading techniques for relatively rapid comprehension (especially for learners in the intermediate to advanced levels)

In reading, especially in academic reading for example, something that most students are able to complete the material.

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<sup>17</sup> Septiana Fauzia, *A Descriptive Analysis of Students' Difficulties in Comprehending English Reading Text*, Jawa Tengah: UIN Salatiga, 2019: 16-18

d. Skim the text for main ideas

In reading, skim the text consists of sweeping one's gaze over a whole text.

e. Scan the text for specific information

In reading, scan the text is searching for some information in a text quickly. For example: searching for names, dates, definition, and key concept.

f. Use semantic mapping or clustering

In reading, the semantic mapping or clustering helps students in bringing some order to the chaos.

g. Guess from context

In reading, the key of successful guessing is made the guessing reasonably accurate. The students fill in the gaps by using whatever clues with intelligent attempts.

h. Analyze vocabulary

In reading, analyzing vocabulary is one of method for students to make guessing effective.

i. Distinguish between literal and implied meanings

In reading, students need to distinguish literal and implied meaning. Literal meaning is structure from syntactically. Next, implied meaning is originated from pragmatics information.

j. Capitalize on discourse markers to process relationships

In reading, the relationships between ideas in English are conveyed by phrases, clauses, and sentences.<sup>18</sup>

From those strategies, the result is the strategy of reading comprehension is a way for making each student easy to understand the context of a text.

#### 4. Problem of Reading Comprehension

Problem means a situation or something that is unclear and difficult to interpret. Further, problem is needs to be solved. Basically, the factor of affecting in reading comprehension can be classified into two general categories: first, reader variable which include background knowledge, skill and abilities, motivation attitude of reader. The second is text variable which include text context, text type and genre and text organization.<sup>19</sup>

Furthermore, these are some internal factors that impact the students in reading comprehension namely:

a. Difficulty in Understanding Long Sentence

Most students have trouble in understanding the long sentence with complicated structure.

b. Difficulty in Using Reading Techniques

The students who lack of reading techniques often struggle to understand the text. The characteristics of the students who lack of

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<sup>18</sup> Lisnawati Harun, “*The Implementation of Learning Model in Talking Stick by Using Short Story Text to Improve Students’ Reading Comprehension at SMP Negeri 15 TIKEP*”, *Language Journal of Linguistics, Literature, and Language* Edition 1 (2018): (1): 51

<sup>19</sup> T. M. Isra, *Exploring Students’ Difficulties in Analyzing the Implied Main Idea in Reading Text*, Banda Aceh : UIN Ar-Raniry, 2020: 13

reading techniques are: the students read word by word within the text; the students paid a lot attention on detail with the result so, it makes the students miss the main idea of the text.

### c. Difficulty in Concentration

Difficulty in concentration caused by a psychological factor when students reading text.

Moreover, the external factors that impact the students in reading comprehension are reader environment. The reader environment that can impact the students are home and school.<sup>20</sup>

## C. Concept of Main Idea

The important part of reading comprehension is when readers finding the main idea in text. Main idea is always a complete sentence that expresses a major point about the topic. It is important because the main idea is the foundation of all sentences that built in passage. The main idea has to be organized logically, so the main idea defines the overall layout of the text. In other words, main idea is never question, always statement.<sup>21</sup>

Main idea also refers to the concept of the paragraph or what the author is aiming to convey to the readers. The function of the whole paragraph is to explaining, developing, and supporting the main idea. If, the readers can find the topic, hence the readers are ready to find the main idea.<sup>22</sup>

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<sup>20</sup> *Ibid.*, 14-15

<sup>21</sup> Richard Dawkins, and Nicola Davis, "Main Ideas", *The selfish Gene* 1 (2019): 132

<sup>22</sup> Rima Mauli AD, Cucu Sutarsyah, Ujang Suparman, "An Analysis of Students' Problems in Finding Main Idea of Reading Text", *U-JET* 3 (2014): (7): 3

When students answer the first question, the students identify the main idea. The main idea means what the paragraph is about. When students answer other questions, the students identify the details. Those details aim to support or tell more about main idea.<sup>23</sup>

The main idea is a statement that describes the author's point of view on the topic. The main idea of paragraph is the passage's point, without the specifics. In reading process at school, students are meant to find out the main idea of the text before deciding the main idea, thus the students can understand the topic that is written in the text. The main idea can be located at the first sentence but also can be located at the middle of the last sentence. Therefore, students might be confused and difficult to find out the main idea of text is.

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<sup>23</sup> Linda Ward Beech, *Reading Passages that Build Comprehension: Main Idea & Details* (USA: Scholastic Teaching Resources, 2012), 5

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This research discuss about an analysis of students' difficulties. In this case, the researcher focus on the factors that caused the students difficult to find the main idea in reading text.

The researcher use qualitative research for the method of this research. According to Sugiyono, qualitative research means research method that used to examine the condition of natural object, where the researcher is the key instrument.<sup>24</sup>

The reason of the researcher use qualitative research because, the problem is unclear, holistic, complex, dynamic, and full of meaning. So, it is not possible if the data on the social situation to be collected by using quantitative research with test and questionnaire instrument. Moreover, the researcher wants to realize the social situation deeply.

#### **B. Data Resources**

The researcher conduct the research at SMK Darul A'mal Metro for this research. To get the data, the researcher divides the data into two types. The two types of the data sources are described as follows:

##### **1. The Primary Source**

The primary source for this research is document of students' score in English class. The score of students in English class directed to ten students.

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<sup>24</sup> Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, cet. ke-21 (Bandung: Penerbit Alfabeta, 2015), 15.



Meanwhile, the results of the primary source for this research are the students' perspective about the difficulties that students faced in reading text on English class.

## **2. The Secondary Source**

The secondary source in this research is something which related to the research. Something that relate to this research are the students at the tenth graders of SMK Darul A'mal Metro, English teacher with English teacher's archive, books, and journals.

## **C. Data Collecting Technique**

Data collecting technique is the most important step in research. It can be that because if the writer did not understand about the data collection technique, so the writer will not get the data with the set of data standard. Wherefore, the main purpose of research is to get data.<sup>25</sup> Thus, the researcher should get the data with data collection technique in order to conduct a research. Moreover, in this research, the researcher will collect the data through several techniques as follows.

### **1. Documentation**

The documentation means that records of past event in the form of written source or documenter or it can be the archive of the school such as organization structure, and the vision and mission of SMK Darul A'mal Metro; picture and also the teacher's archive.

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<sup>25</sup> *Ibid.*, 308

## 2. Observation

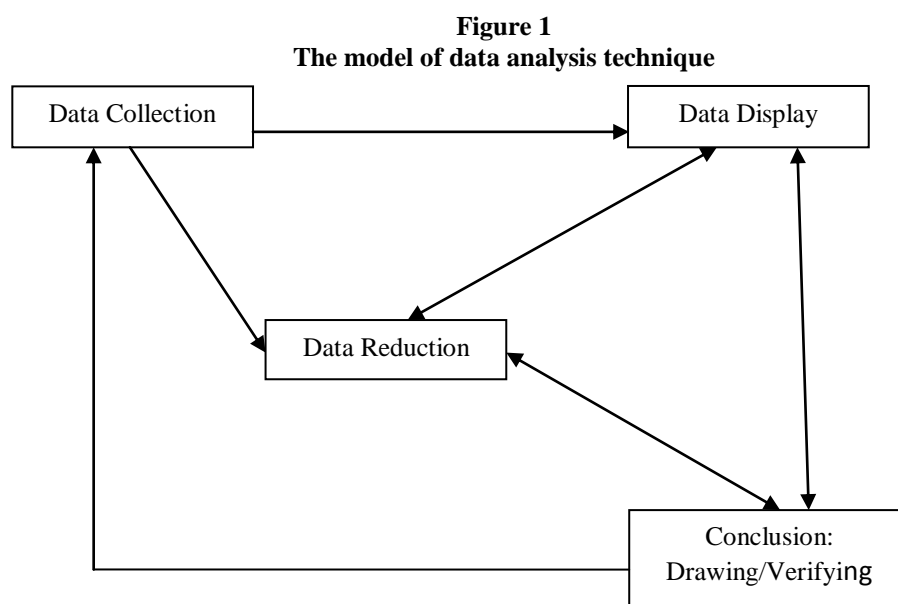
The researcher in this research use overt observation and covert observation. In this technique, the researcher observes the students activity in reading text to find the main idea at SMK Darul A'mal Metro.

## 3. Interview

The researcher conduct an interview with unstructured questions that related to students' perspective to the students at the tenth graders of SMK Darul A'mal Metro. The aim is to know the students' difficulties in reading text to find the main idea.

## D. Data Analysis Technique

The researcher applied the research model by Miles and Huberman in Sugiyono's book for the data analysis technique in this research. The component of this model is as follows.



Source: Taken from Sugiyono's book<sup>26</sup>

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<sup>26</sup> *Ibid.*, 338

The data analysis technique steps as follows.

### **1. Data Collection**

The data collection means the step for collecting a whole data to complete the research. This step occur when the researcher raise the data from observation and documentation to complete the research.

### **2. Data Reduction**

The data reduction means the step to summarize some point. This step occur when the researcher make summary, select main point, and focus to the important thing. So, the researcher be able to give an overview about the data.<sup>27</sup>

### **3. Data Display**

This step occur when the researcher display the data into the text.

Thus the researcher can be easier to comprehend the data.<sup>28</sup>

### **4. Conclusion**

This step occur when the researcher draw the data conclusion in data findings and verify the data of the research.<sup>29</sup>

## **E. Research Approach**

The researcher conduct a research approach as a case study to explore the factors that caused the students difficult to find the main idea in the text.

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<sup>27</sup> *Ibid.*, 338

<sup>28</sup> *Ibid.*, 341

<sup>29</sup> *Ibid.*, 345

The steps for this research are stated below:

### **1. Determining a Research Problem**

The researcher concerned on collecting the students' score in middle term reading test worksheet and also collecting the problem of the students.

### **2. Determining a Case**

The researcher collected and determined the case. Once the case is gained, the researcher will analyze the case.

### **3. Reviewing the Literature**

The researcher looked for the literature that relate to the research. The function of reviewing the literature is to determine the extent of this research relevant to the literature.

### **4. Collecting the Data**

The researcher gained the data from the English teacher and also the students of the Tenth graders at SMK Darul A'mal Metro.

### **5. Analyzing and Evaluating the Data**

Analyzing and evaluating is necessary to complete the data collection for the research. Analyzing is about select the research needs and evaluating is about summarized the research needs.

### **6. Reporting**

The researcher made report in order to display the data and share the result to reader about the research.

## CHAPTER IV

### RESEARCH RESULT

#### A. Research Result

##### 1. Description of Research Location

This research was conducted at SMK Darul A'mal Metro, which is located at 16 B, west Metro Metro City. SMK Darul A'mal Metro has two major namely Computer and Network Engineering, and Fashion. Furthermore, SMK Darul A'mal Metro was established and start operation in 2001. Since 2021 the Head of School was held by Mr. Saiful Bahri, S.Pd. until now.

##### a. Vision and Mission of SMK Darul A'mal Metro

###### 1) Vision

Creating educational and training institution that is able to create graduates who are virtuous, faithful and devoted, mastering science and technology of national and international standards.

*Mewujudkan lembaga pendidikan dan pelatihan yang mampu menciptakan lulusan yang berbudi luhur, beriman dan bertaqwa, menguasai ilmu pengetahuan dan teknologi yang berstandar nasional dan internasional.*

###### 2) Mission

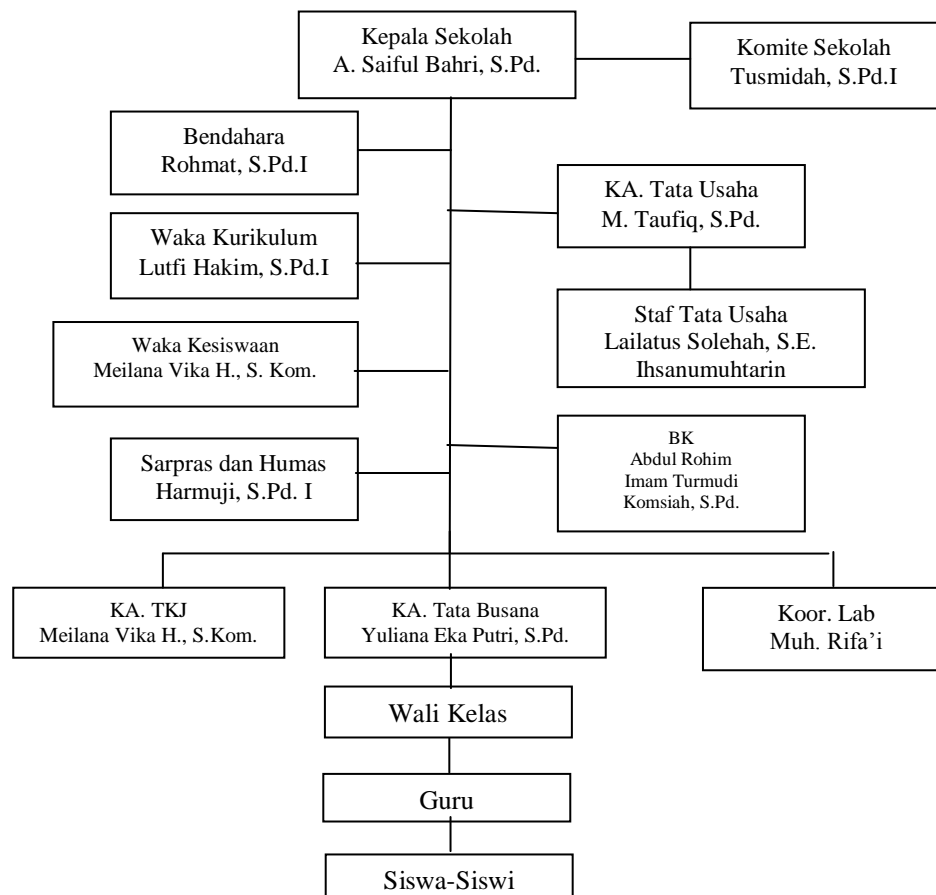
a) Improving the quality of learning

a) *Meningkatkan kualitas pembelajaran*

b) Improving the competence of students' skills

- b) *Meningkatkan kompetensi dan keahlian peserta didik*
  - c) *Improving the service to internal and external costumers*
  - c) *Meningkatkan pelayanan kepada pelanggan internal maupun eksternal*
  - d) *Improving the expertise competence of educators and education*
  - d) *Meningkatkan kompetensi keahlian tenaga pendidik dan kependidikan*
  - e) *Have good management*
  - e) *Pengelolaan manajemen yang baik*
- b. Organization Structure of SMK Darul A'mal Metro

**Figure 2**  
The organization structure of SMK Darul A'mal Metro



Source: Taken on a research documentation on August, 23<sup>rd</sup> 2021 at SMK Darul A'mal Metro

## 2. Description of Research Data

This chapter of the research described the data, which are discovered during the research. Moreover, this chapter includes the display of observation, interview, and the discussion about the result.

The observation is held on August 23<sup>rd</sup>, 2021 at SMK Darul A'mal Metro when students doing reading activity in finding main idea. The researcher took ten students of Computer and Network Engineering in e class.

**Table 2**  
**The data of the tenth graders students of Computer and Network Engineering in e class at SMK Darul A'mal Metro**

No	Name of Student
1	ALLYA DHAIFINA PUTRI
2	ANISA FATMALA SARI
3	AQUILLAH YUPADA
4	DESNA ULANDARI
5	HANI PUSPITA SARI
6	INTAN INDAH NUR MAHYA
7	LESTARINA
8	SALSABILA PUTRI CAHYA NINGRUM
9	VINA NUR AINI
10	ZITA AZARIA

*Source: Taken on a research observation on August, 23<sup>rd</sup> 2021 from English teacher's archive of the tenth graders students of Computer and Network Engineering in e class at SMK Darul A'mal Metro*

The result that has been collected by the researcher are.

### a. The result from overt observation

The researcher doing overt observation with giving the students twenty five multiple choice questions about finding main idea. Then, the researcher found two students that got score 80-70, three students that got score 69-60, one student that got score 59-50, three students

that got score 49-40, one student that got score 29-20. Then, the researcher classifying the students' score from overt observation which only three students that get the high score. Those students are Allya Dhaifina Putri (sixty eight), Desna Ulandari (seventy six), Vina Nur Aini (seventy two). So, it can be conclude that the students are difficult to find main idea on reading text.

b. The result from covert observation

The researcher did the result of covert observation by observed the students' activity in finding main idea. Eventually, the researcher found some students' activity in finding main idea that students need a long time in answering question, students does not focus while answering question. Also the students do not know the meaning of the word and sometimes the students do not know the meaning of the sentence, it means that students are low in vocabulary knowledge.

Afterward, the researcher did the interview on August, 25<sup>th</sup> 2021 with ten students of Computer and Network Engineering in e class at SMK Darul A'mal Metro.

**Table 3**  
**The data of the tenth graders students of Computer and Network Engineering in e class at SMK Darul A'mal Metro**

No	Name of Student	Note
1	ALLYA DHAIFINA PUTRI	S1
2	ANISA FATMALA SARI	S2
3	AQUILLAH YUPADA	S3
4	DESNA ULANDARI	S4



5	HANI PUSPITA SARI	S5
6	INTAN INDAH NUR MAHYA	S6
7	LESTARINA	S7
8	SALSABILA PUTRI CAHYA NINGRUM	S8
9	VINA NUR AINI	S9
10	ZITA AZARIA	S10

*Source: Taken on a research interview on August, 25<sup>th</sup> 2021 from English teacher's archive of the tenth graders students of Computer and Network Engineering in e class at SMK Darul A'mal Metro*

The interview consisting of nine questions related to students' perspective. These are the questions and the answer from interview.

Question:

1. Do you like to read English text?

Answer:

S1: No, I don't.

S2: Yes, I do.

S3: No, I don't.

S4: No, I don't.

S5: No, I don't.

S6: No, I don't.

S7: No, I don't.

S8: No, I don't.

S9: No, I don't.

S10: No, I don't.

Question:

2. Do you often read English text?

Answer:

S1: Yes, I do.

S2: No, I don't.

S3: Yes, I do.

S4: No, I don't.

S5: No, I don't.

S6: No, I don't.

S7: No, I don't.

S8: No, I don't.

S9: No, I don't.

S10: No, I don't.

Question:

3. Is it difficult to understand English text?

Answer:

S1: Yes, it is.

S2: Yes, it is.

S3: Yes, it is.

S4: Yes, it is.

S5: Yes, it is.

S6: Yes, it is.

S7: Yes, it is.

S8: Yes, it is.

S9: Yes, it is.

S10: Yes, it is.

Question:

4. Do you have difficulties when understand English text? If so why?

Answer:

S1: Yes, I do. Because, it's not interesting when I can't know what's in text.

S2: Yes, I do. Because, I'm bad at vocabulary; So, I can understand about the text.

S3: Yes, I do. Because, I can't get the main point when understand English text.

S4: Yes, I do. Because it's not easy to find the main topic when I read English text.

S5: Yes, I do. Because of the long sentences so, I cannot get the point in English text.

S6: Yes, I do. Because of the paragraph is so long, it caused me hard to know what the text tells about and I don't like it.

S7: Yes, I do. Because of the limit vocabulary that I have when I reading English text make me don't know about the main idea inside.

S8: Yes, I do. Because, the structure of English texts is different it made me difficult to know the main point in that text.

S9: Yes, I do. Because, I'm confuse about the important idea in English text.

S10: Yes, I do. Because, I'm bad to remember the English meaning and at the end I can't get the main idea in the text.

Question:

5. What will you do if you find difficulties in understanding English text?

Answer:

S1: Looking for dictionary, ask to my friend.

S2: Looking for the meaning.

S3: Looking for dictionary.

S4: Looking for dictionary, ask friends.

S5: Not doing anything.

S6: Asking the teacher.

S7: Asking to teacher.

S8: Looking for dictionary.

S9: Trying to understanding the meaning.

S10: Asking to my teacher.

Question:

6. Do you know what is the main idea in English text?

Answer:

S1: No, I don't.

S2: No, I don't.

S3: No, I don't.

S4: Yes, I do.

S5: No, I don't.

S6: No, I don't.

S7: No, I don't.

S8: Yes, I do.

S9: Yes, I do.

S10: Yes, I do.

Question:

7. Do you know how to find the main idea in English text?

Answer:

S1: No, I don't.

S2: No, I don't.

S3: No, I don't.

S4: No, I don't.

S5: No, I don't.

S6: No, I don't.

S7: No, I don't.

S8: Yes, I do.

S9: Yes, I do.

S10: Yes, I do.

Question:

8. Is it difficult to find the main idea in English text? If so why?

Answer:

S1: Yes, it is. Because, so many paragraph in the text.

S2: Yes, it is. Because, I don't understand about the text.

S3: Yes, it is. Because, I don't know the text.

S4: No, it isn't.

S5: Yes, it is. Because, I difficult to know about the text.

S6: Yes, it is. Because, I ignore the text.

S7: Yes, it is. Because, the text is make me confuse.

S8: Yes, it is. Because, I difficult to understand the text.

S9: Yes, it is. Because, I'm ignoring the long paragraph.

S10: No, it isn't.

Question:

9. What will you do if you find difficulties in finding the main idea in English text?

Answer:

S1: Trying to ask my teacher.

S2: Ask the teacher.

S3: Asking my teacher.

S4: Read all over the text.

S5: Repeat read the text twice or more.

S6: Look for my friend to help.

S7: Not doing anything.

S8: Read the text again then ask friend.

S9: Ask the teacher for a help.

S10: Read text again from the first to the last paragraph.

Based on the interview above, it can be seen that ten of ten students of the tenth graders of computer and network engineering in e class at SMK Darul A'mal Metro have the same difficulties on reading text which is in finding main idea.

According to the interview, the researcher found that eight of ten students are difficult to find the main idea. These are the difficulties that faced by students when finding the main idea:

1) Lack of long paragraph

On the report of interview, it can be known that three students are difficult to find the main idea because of the long paragraph in reading text. So, the first factor that faced by three of ten students of the tenth graders of computer and network engineering in e class at SMK Darul A'mal Metro is lack of long paragraph.

2) Poor of reading strategy

As stated on interview, it can be seen that four of ten students are difficult to find the main idea because of the students do not know reading strategy in finding main idea. So, the second factor that faced by four of ten students of the tenth graders of computer and network engineering in e class at SMK Darul A'mal Metro is poor of reading strategy.

3) Lack of vocabulary

On the word of interview, it can be classified that three of ten students are difficult to find the main idea because of limit vocabulary. So, the third factor that faced by three of ten students



of the tenth graders of computer and network engineering in e class at SMK Darul A'mal Metro is poor of vocabulary knowledge.

Also from the data interview, it can be known that only two of ten students do not have difficulties on reading text in finding main idea because the students can solve the difficulties with students' ability. And for other students might solve the difficulties with teacher's help and friends' help. So, it means that students' difficulties on reading text in finding main idea at the tenth graders of SMK Darul A'mal Metro are in paragraph components, reading strategy, vocabulary knowledge.

Afterwards, from the data result, the researcher found that in interview answer number nine that the students solve the difficulties with ask the teacher including four students, that the students solve the difficulties with ask the students including two students, that the students solve the difficulties with reading the text repeatedly including four students.

## **B. Discussion**

Based on the research at the tenth graders of SMK Darul A'mal Metro, the researcher would like to discuss as follows:

### **1. The difficulties that faced by students on reading text**

This research was conducted by the researcher on ten students of the tenth graders of computer and network engineering in e class at SMK Darul A'mal Metro. From the data result in the previous elaboration, the researcher found that the students' difficulties in reading text at the tenth

graders of SMK Darul A'mal Metro is the students are difficult to find the main idea in English text. It can be known from the result of observation and interview. The researcher classified the students' score from overt observation which only three of ten students that get the high score. Those students are Desna Ulandari got 76, Vina Nur Aini got 72, and Allya Dhaifina Putri got 68. So, it can be conclude that the students are difficult to find main idea on reading text.

Then, the result of interview answer number four it can be seen that ten of ten students of the tenth graders of computer and network engineering in e class at SMK Darul A'mal Metro are difficult to find main idea on reading text.

## **2. The factors that caused the students difficult to find the main idea on reading text**

As stated in the data result in the previous elaboration, the researcher found in covert observation the factors that caused the students difficult to find the main idea on reading text are: the students need a long time in answering question of main idea question, the students do not focus while answering question, and also the students do not know the meaning of the sentence.

Furthermore, the factors that caused the students difficult to find main idea on reading text also can be known from the interview answers number six that most students including six of ten students at the tenth

graders of computer and network engineering in e class in SMK Darul A'mal Metro do not know what is main idea. And from the interview answers number seven that seven of ten students do not know how to find the main idea.

Another factor that caused the students difficult to find the main idea on reading text are because of the long sentence of reading text, limit vocabulary knowledge of the students, and the lack of students' reading strategy. It can be classified in interview answers number eight that three of ten students of the tenth graders of computer and network engineering in e class at SMK Darul A'mal Metro is lack of long paragraph, four of ten students of the tenth graders of computer and network engineering in e class at SMK Darul A'mal Metro is poor of reading strategy, three of ten students of the tenth graders of computer and network engineering in e class at SMK Darul A'mal Metro is poor of vocabulary knowledge.

### **3. The way students solve the difficulties in finding main idea on reading text**

Depending on students' answer of interview number nine the way students solve the difficulties in finding main idea on reading text the students read again the text, ask teacher or ask friends for a help. To solve the students' difficulties, the researcher conclude that students should learn more about technique to find the main idea, understanding more vocabulary, and more exercise to answer the question of finding main idea. Moreover, to solve the students' difficulties, the researcher conclude

that teachers should improve the experience taught and give the students the skimming and scanning strategy when teaching.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter focuses on two points relating to the data of research result and discussion after conducting the research. Afterwards, the conclusion and the suggestion can be taken from the research as follows:

#### **A. Conclusion**

The difficulties that faced by students on reading text according to the research result and discussion that explained in chapter IV, the students are difficult to find the main idea on reading text. It can be seen from the result of observation and the students' answer of interview. Then, the researcher classified the students' score from overt observation which only three of ten students that get the high score. Those students are Desna Ulandari got 76, Vina Nur Aini 72, and Allya Dhaifina Putri got 68. Moreover, the result of interview answer number four it can be seen that the students of the tenth graders of computer and network engineering in e class at SMK Darul A'mal Metro are difficult to find main idea on reading text. So, it can be conclude that the students are difficult to find main idea on reading text.

Furthermore, the factors that caused the students difficult to find the main idea in text according to the research result and discussion that explained in chapter IV, the students need a long time in answering question of main idea question, the students do not focus while answering the questions, and the

students also do not know the meaning of the sentence. It can be seen in observation result.

Also it can be seen in interview answers that most of students at the tenth graders of SMK Darul A'mal Metro are do not know what is main idea, and the students do not know how to find the main idea in the text. Another reason of the factor that make the students difficult to find the main idea in English text because of the long sentence, limit vocabulary of students, and the students' lack of reading strategy.

Thus, from the students' answer of interview according to the research result and discussion that explained in chapter IV, the solving of the difficulties in finding main idea in the text are read again the text, ask the teacher, and ask friends for a help. To solve the students' difficulties, the researcher conclude that students should learn more about technique to find the main idea, understanding more vocabulary, and more exercise to answer the question of finding main idea.

## **B. Suggestion**

Through to the conclusion, the researcher would like to propose some suggestions, including:

1. The students

It suggested for students. The students should learn more about technique to find the main idea. This is important because the technique to

find main idea can help students in finding main idea on reading text. The students also should learn more in understanding vocabulary. The students need to improve vocabulary in order to know the text tells about. So, the students can find the main idea on reading text. Then, the students should do the exercise in finding main idea. It is important because, if the students did the exercise frequently, the students will be easy to find the main idea.

## 2. The teacher

It suggested for teacher. The teacher should improve the experience in teaching reading to solve the students' difficulties in finding main idea and the teacher need to give the appropriate strategies for the students in order to make students can find the main idea on reading text.

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# **APPENDICES**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nomor : B-1160/In.28/J/TL.01/04/2021  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
KEPALA SMK DARUL A`MAL  
METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **HAANII PRADINI**  
NPM : 1801072015  
Semester : 6 (Enam)  
Jurusan : Pendidikan Bahasa Inggris  
Judul : AN ANALYSIS OF STUDENTS' DIFFICULTIES IN  
READING TEXT AT THE TENTH GRADE OF SMK  
DARUL A`MAL

untuk melakukan prasurvey di SMK DARUL A`MAL METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 26 April 2021

Ketua Jurusan,



**Ahmad Subhan Roza M.Pd.**  
NIP 19750610 200801 1 014



**YAYASAN DARUL A'MAL LAMPUNG**  
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**SURAT BALASAN IZIN PRASURVEY**

Nomor : 090 /SMK.DA/SBIP/IV/2021

Yang bertanda tangan di bawah ini :

Nama : **AHMAD SAIFUL BAHRI, S.Pd.**  
 Jabatan : Kepala SMK Darul A'mal Metro  
 Alamat : Jl. Pesantren Mulyojati 16 B, Kelurahan Mulyojati, Kecamatan Metro Barat, Kota Metro

Menerangkan dengan sebenarnya bahwa :

Nama : **HAANII PRADINI**  
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 SEMESTER : 6 (Enam)  
 JURUSAN : Pendidikan Bahasa Inggris  
 JUDUL : An Analysis of Students' Difficulties In Reading Text at the Tenth Grade of Smk Darul A'mal

Telah kami setuju untuk melaksanakan Prasurvey di sekolah kami dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Demikian surat balasan ini kami buat dengan sebenar-benarnya agar dapat dipergunakan sebagaimana mestinya.

Metro, 29 April 2021  
 Kepala SMK Darul A'mal  
 Mulyojati 16 B  
  
**AHMAD SAIFUL BAHRI, S.Pd.**



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*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-3386/In.28/D.1/TL.01/08/2021, tanggal 19 Agustus 2021 atas nama saudara:

Nama : **HAANII PRADINI**  
NPM : 1801072015  
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Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK DARUL A'MAL METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS' DIFFICULTIES ON READING TEXT IN FINDING MAIN IDEA AT THE TENTH GRADERS OF SMK DARUL A'MAL METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 19 Agustus 2021  
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Nomor: B-3386/In.28/D.1/TL.01/08/2021

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : HAANII PRADINI  
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- Untuk :
1. Mengadakan observasi/survey di SMK DARUL A'MAL METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS' DIFFICULTIES ON READING TEXT IN FINDING MAIN IDEA AT THE TENTH GRADERS OF SMK DARUL A'MAL METRO".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 19 Agustus 2021

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Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam

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Tempat

*Assalamu a'laikum. wr wb*

Dengan hormat,

yang bertanda tangan di bawah ini:

Nama : Ahmad Saiful Bahri, S.Pd  
 Jabatan : Kepala Sekolah

Menerangkan bahwa :

Nama : Haanii Pradini  
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Telah kami setuju untuk melaksanakan research/survey di SMK DARUL A'MAL METRO sebagai syarat penyusunan skripsi dengan judul :

"AN ANALYSIS OF STUDENTS' DIFFICULTIES ON READING TEXT IN FINDING MAIN IDEA AT THE TENTH GRADERS OF SMK DARUL A'MAL METRO "

Demikian surat ini kami sampaikan, dan atas kerjasamanya kami ucapkan terimakasih.

*Wassalamu 'alaikum.wr. Wb*

Metro, 23 Agustus 2021  
 Kepala Sekolah,  
  
 AHMAD SAIFUL BAHRI, S.PD



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NPM : 1801072015

Jurusan : TBI  
Semester : VI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin / 5 / 4 / 2021		<ul style="list-style-type: none"> <li>- Perbaiki judul</li> <li>- Perhatikan dg sistematika penulisan, penggunaan tanda baca, cohesive dan coherent paragraph</li> <li>- Tambahkan prior research</li> <li>- Perbaiki penulisan</li> <li>- Perhatikan grammar dan strukturnya</li> <li>- Pahami buku pedoman penulisan karya ilmiah</li> <li>- Perbanyak membaca referensi</li> </ul>	
2.	Senin / 12 / 4 / 2021		<ul style="list-style-type: none"> <li>- Revise</li> <li>Continue to Chapter II</li> </ul>	
3.	Senin / 19 / 4 / 2021		<ul style="list-style-type: none"> <li>- Revise Chapter II</li> <li>tambahkan teori</li> <li>- Check grammar, spelling</li> </ul>	

Mengetahui  
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**Andjanto, M.Pd.**  
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Semester : VI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	Rabu / 28 / 4 / 2021		- Baca buku pedoman karya tulis terkait dengan kutipan - Pelajaran tentang footnote - Perhatikan sistematika penulisan (spasi, dll)	
5.	Rabu / 5 / 5 / 2021		- Revise chapter II	
6.	Rabu / 10 / 5 / 2021		- Rapihan Continue to chapter III	
7.	Kamis / 23 / 5 / 2021		- Revise all	
8.	Rabu. 2 / 2021 6.		Acc to seminar	

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Jurusan : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Kamis 12/2021 8.		Siapkan soal kedis kutan mas Iain.	
2	Rabu 18/2021 8.		Ap8 OK.	

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No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Kamis 9/2021 9.		Chapter W - Continue to chapter U.	
2	Kamis 16/2021 9.		- Sesuaikan motto dg variabel - Cek terdonesia frantete - Postu abstrak. - Cek penulisan bahasa arab.	
3	Rabu 22/2021 9		Complete all.	
4	Kamis 23/2021 9.		Acc for musingsyah	

Mengetahui  
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---

**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

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NPM : 1801072015  
Jurusan : Tadris Bahasa Inggris

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## AN ANALYSIS OF STUDENTS' DIFFICULTIES ON READING TEXT IN FINDING MAIN IDEA AT THE TENTH GRADERS OF SMK DARUL A'MAL METRO

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## Documentation of observation



## **The multiple choice question for students in finding main idea**

### **The Dangers of Typing SMS while Driving**

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent of all fatal crashes - with 3,092 people killed - and crashes resulting in an injury - with 416,000 people wounded.

The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

Eleven percent of drivers aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receiving texts when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.

1. What is the main idea of the passage?
  - a. The warning of texting and driving
  - b. The debatable issue of texting and driving
  - c. The involvement of mobile devices while driving
  - d. The risks of texting while driving

### **Use of Formalin and Other Additive in Foods**

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?



Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

2. The main idea of paragraph two is?
  - a. The human's bodies will be harmful after consuming the formalin
  - b. The government has not controlled the use of formalin firmly
  - c. The weak control of using formalin is not threatening the human
  - d. The use of formalin is known all over the regions

### **House Husbands Heart Risk**

Most people assume that life in the rat race is bad for your health. But reversing the traditional gender roles, being a house husband is a stressful business, according to the latest research by American scientists, By giving up their jobs in order to become house husbands, men increase their risk of heart attack or coronary disease by as much as 82%, according to research based on 10 year study of 2.500 people in Boston, USA.

According to Dr Elaine Eaker, the key to the problem is that some men became stressed about performing a role not traditionally assigned to them by society. Men who stay at home tend not to have the same levels of support from friends and family as women do the same.

Jack O'Sullivan, of the Father's Direct soup, was quoted as saying:"Society expects the main career should be a woman and society is structured around that. Day care is called mother and toddler groups and some men feel awkward about belonging to those groups.

3. The main idea of the first paragraph is?
  - a. The research on house-husbands health involved 2500 people
  - b. House husbands have understandable reasons why they gave up their jobs
  - c. People living in the rat-race tend to have heart attacks
  - d. Scientists did some research research on the people's health living in Boston

Remote sensing is the acquisition of information about an object or phenomenon, without making physical contact with the object. In modern usage, the term generally refers to the use of aerial sensor technology to detect and classify objects on Earth (both on the surface, and in the atmosphere and ocean) by means of propaganda signals (e.g. electromagnetic radiation emitted from aircraft or satellites).

There are two main types or remote sensing: passive remote sensing and active remote sensing. Passive remote detect natural radiation that is emitted or reflected by

the object or surrounding area being observed. Reflected sunlight is the most common source of radiation measured by passive sensors. Examples of passive remote sensors include film photography, infrared, charge-coupled devices, and radiometers. Active collection, on the other hand, emits energy in order to scan objects and areas whereupon a sensor then detects and measures the radiation that is reflected or backscattered from the target. RADAR and LIDAR are examples of active remote sensing where the time delay between emission and return is measured, stabilizing the location, height, speed and direction of an object.

4. What is the main idea of the second paragraph?
  - a. Active sensing than passive sensing
  - b. The energy in sunlight is important for remote sensing
  - c. Passive sensing is not as strong as active sensing
  - d. Active remote sensing and passive remote sensing are equally useful for the development of knowledge and technology

Ship is vessel that is buoyant in the water and used to transport people or cargo from one place to another via rivers, lakes, or oceans. Traditionally, ships were distinguished from boats by size-any buoyant vessel small enough to fit on board a ship was considered a boat. However, common usage has blurred the distinction between boats and ships, and today the difference between them is arbitrary.

Historians surmise that the earliest ships appeared around 16,000 bc in Europe, and perhaps earlier in Asia and Africa. Little archaeological evidence for these prehistoric vessels survives because they were made from perishable materials. Prehistoric drawings illustrate that reindeer hunters of central and western Europe made hulls of animal skins sewn together around a birch wood frame, and archaeologists have discovered vessels made from skin and reindeer antlers dating from 9000 bc. Seal hunters plied the frigid waters of the northern Atlantic in boats constructed from sealskin stretched over frames of wood or whalebone. Ancient peoples used coracles, round, skin-covered vessels with wicker frames, to fish the lakes and rivers of what are now Ireland and Wales. Larger but similarly constructed currachs could sail the open waters of northern Europe. Hunters and fishers all over the world constructed similar hulls from birch bark, balsa wood, papyrus, ox hide, and other local materials.

Sailing vessels harness the energy of the wind to propel their hulls through the water. They catch the wind in sheets of cloth or fiber, called sails, suspended from wooden or metal poles called masts. The invention of the sail revolutionized the ship and dominated the course of ship construction until the 19th century.

The first fuel-powered ships were centuries in the making. French physicist Denis Papin envisioned a steamship as early as 1685, but nearly 100 years passed before Marquis Claude de Joffroy d'Abbans built and operated a steamship. In 1783 his vessel, *Pyroscaphe*, steamed up the Saone River in France for nearly 15 minutes. Three years later American John Fitch powered a vessel on the Delaware River with a steam engine that moved vertical oars. Fitch went on to found a passenger and freight service between New Jersey and Philadelphia, Pennsylvania, but the venture failed.

Early steamships were unreliable and posed little competition to the graceful, highly advanced sailing vessels of the day.

5. What is the main idea of the fourth paragraph?
  - a. The definition of ship
  - b. The earliest ship
  - c. Sailing vessels
  - d. Fuel powered ship

Television is the most popular form of entertainment in any household. But I think television tends to have a tremendous influence on its viewers.

First, based on the recent research, people of all ages use this medium to entertain themselves for an average of five hours a day. Of course, the constant exposure of TV will influence the viewers' think and attitude. This can be seen from the fact that many criminals are inspired from the scene of TV.

Second, people can be adversely affected by constant watching television. This is due to the fact that they less in physical activities, spend less time reading and working and see a work of violence that can affect their own feelings of security.

Finally, commercial advertisement on TV can be a brain washing. Psychologically, constant show of advertisement will shape one's image about one product. No wonder people are easier to remember the motto or slogan of one advertisement that to retrieve information that they have learnt.

In short, TV will be a kind of monster can conquer one's mind and attitude.

6. The main topic of the text is...
  - a. The bad effect of television to its viewers
  - b. The advantages and disadvantages of television
  - c. Television is harmful to people
  - d. Television causes tremendous effect on children

Ki Hadjar Dewantoro, original name Raden Mas (Lord) Suwardi Surjaningrat (born May 2<sup>nd</sup>, 1889, Yogyakarta, Java-died April 26<sup>th</sup>, 1959, Yogyakarta), founder

of the Taman Siswa school system, an influential and widespread network of schools that encouraged modernization but also promoted indigenous Indonesian culture.

Dewantoro was born into a noble family of Yogyakarta and attended a Dutch-sponsored medical school but failed to complete the course. Active in the nationalist cause, he belonged to a faction favouring direct action and the use of Western methods to destroy the power of the Dutch. He was also a member of the Bandung chapter of Sarekat Islām (“Islamic Association”) and a founder of the Socialist Indische Partij (“Indies Party”). An article he wrote during this period, “If I Were a Netherlander,” published in the Indische Partij’s *De Express*, led to his exile to the Netherlands between 1913 and 1918. In the Netherlands he became converted to the idea of using Indonesian cultural traditions to cope with the problems posed by Dutch colonial rule. He felt that education was the best means to strengthen Indonesians, and he was deeply influenced by the progressive theories of the Italian educational reformer Maria Montessori and by the Indian poet and philosopher Rabindranath Tagore.

7. What is the main idea of paragraph 2?
  - a. Dewantoro’s background
  - b. Dewantoro’s family
  - c. Dewantoro’s birth
  - d. Dewantoro’s education

Kang Chol Hwan was born into a loyal family that had once lived in the large Korean community of Japan. In Kyoto, his grandfather had been supporter of Kim II Sung, North Korean’s Great Leader since 1945. In 1961 the grandfather returned with his family to North Korea and had important government post.

Within months, however, he was complaining to friends that North Korea was not the country he had expected. He was shocked to see so much poverty, which he eventually came to blame on the government’s stifling grip on the economy. One morning in July 1977, when Kang was nine, his grandfather left for work and never returned.

A few weeks later, seven plain clothes security guard stormed into Kang’s house “Your grandfather betrayed the fatherland,” one of them stated “You must be punished”.

Kang’s parents and grandmother sobbed as they forced to pack their belongings into two army trucks. The family was driven off, but Kang’s mother was left behind, “spared” because her own father was regarded as a revolutionary hero. That was the last Kang ever saw her.

8. What is mainly discussed in the last paragraph?
- The last minutes Kang gathered with his mother
  - The day Kang ever saw his grandma and grandpa
  - The moment Kang's father regarded as a hero
  - The last day Kang's parents and his grandma sobbed

Most people agree that the family planning programme is desirable for the good of family and society. But individuals and religious groups differ sharply on the methods of birth control that they consider moral and acceptable.

Couples that practice birth control do so for various reasons. They may want to limit or space their children, or to have no children at all. Young couples often postpone having children so that both partners can work full-time. Other couples space their children so they can give each as much attention as possible. Some women are advised by their doctor to avoid pregnancy for health reasons. In many countries with rapidly growing populations, the government encourages couples to limit the number of their families.

Even though birth control has gained in acceptance, opposition to the practice is continuous. Some people fear that birth control encourages sexual activity outside marriage or that government might impose birth control. Some religious groups oppose birth control on moral grounds.

9. Paragraph two tells us about?
- He small and big families
  - The postponement to having children
  - The government's encouragement for happy family
  - The reason why couples do birth control

Jasmine is a native flower to some tropical areas in South Asia, Africa and Australia. In India, some varieties of Jasmine are used for religious purposes.

The flower can grow up to 3 meters high and 2 meters wide. It releases its fragrance mostly after the sun sets especially nearing the full moon. Therefore, it is often associated with soothing night-time moods.

The planting of Jasmine is started by putting some cuttings in 3 inch pots within 4 weeks. After the roots grow, they are put into 6 inch pots. The soil in the pots should be kept moist but possible for the water to go through it for optimum growth.

There are some important advantages of Jasmine. In medication, this flower is often used for soothing headaches, stimulating brain, and restoring balance. Its extract is also widely used in the making of perfume.

10. What is the main idea of the last paragraph?

- a. Jasmine is grown worldwide
- b. Jasmine has various benefits
- c. Jasmine can cause headache
- d. There are some varieties of Jasmine

Blueberries, cranberries, and huckleberries-like dark skinned bunch grapes, contain restorative, a potential anticancer agent. That's a new finding from preliminary data from ARS collaborative studies with Rutgers University-New Jersey and Ag Canada, Kent ville, Nova Scotti. Restorative protects dark-skinned bunch grapes from fungal diseases and provides health benefits to consumers, including protection from cardiovascular disease. The compound's anticancer potential warranted its examination in other fruits.

Using gas chromatographic and mass spectrometric procedures, the scientists measured the restorative content of 30 whole fruit samples of blueberry, cranberry, huckleberry, and related plants representing 5 families and 10 species of Vaccination fruit. They found that several samples contained varying amounts of the compound. Analysis of extracts of the skin, juice/pulp, and seed of muscadine grapes showed that its concentration in fruit skin was highest. Levels in the juice/pulp were much lower than in either skin or seeds. Researchers are continuing to analyze more Vaccination and muscadine samples. Future research goals will include enhancing production of restorative in selected species.

11. What does the second paragraph talk about?

- a. More Vaccinium and muscadine will be analyzed
- b. Researchers plan to produce resveratrol in large scale
- c. Several samples contains various amount of resveratrol
- d. The experiment showed that resveratrol is mostly concentrated in the fruit skin

An audacious visionary who developed new film technologies midstream in order to turn his creative visions into film reality, director James Cameron was credited with single-handedly resurrecting a once-dead science fiction genre. But because of his legendary temper and determination on set, Cameron also became known as one of the most difficult directors to work for, genius be damned, While it was true that he drove himself and his crews to the brinks of exhaustion, no one could dispute his passion for blending film and technology, while effortlessly creating well-crafted stories. Despite his penchant for aliens and space, it was "Titanic" (1997) that cemented Cameron as a director for the ages. In fact "Titanic" was a seminal event in cinema terms of size, scope and commercial success. The film made Cameron a

legend, despite the production nearly destroying him. In the end, however, Cameron laid claim to being the one of the most proficient, admired and above all, successful directors in Hollywood history.

Cameron was born on Aug 16, 1954 in Kapuskasing, Ontario, Canada. As a youngster, he was interested in astronomy and science fiction, even penning his own short stories. He developed an obsession for building rockets and airplanes from junk piles; skills that later translated into building models on set. A voracious reader, Cameron consumed books as a child, making him verbally and mentally precocious enough to skip a grade in school. But his most significant moment came when he saw Stanley Kubrick's "2001: A Space Odyssey" (1968). After high school, he enrolled at California State University - Fullerton, where he studied physics for a year, before dropping out and working. Despite his slip into a mundane life, Cameron remained obsessed with movies.

It was following a viewing of George Lucas "Star Wars" (1977) that Cameron decided he should be making his own epics. He left his jobs to move to Los Angeles and start working in the entertainment industry. If there was one positive result of the chaotic production, it was a nightmare Cameron had of a robot assassin from the future, which led him to write his first screenplay, "The Terminator" (1984). He made friends with Corman's head of marketing, Gale Anne Hurd, whom Cameron later married and convinced to buy the script for a buck - but on the condition that he directs the film. With a budget of around \$6.5 million and boasting sleek composition, expertly edited action sequences and a career-making performance by heretofore body builder Arnold Schwarzenegger, "The Terminator" was not just a critical and commercial triumph, but a seminal event in cinema that marked the dawn of a new era of action movies. His approach to the lost-mythical material was witty without being campy, while he never undermined the imagery and situation by trumpeting their allusions.

12. What is the main idea of the passage?

- a. The visions of James Cameron
- b. The movies of James Cameron
- c. The career of James Cameron
- d. The art of James Cameron

Dadaism or Dada is a post-World War cultural movement in visual art as well as literature (mainly poetry), theater and graphic design. The movement was, among other things, a protest against the barbarism of The War and what Dadaists believed was an oppressive intellectual rigidity in both art and everyday society; its works

were characterized by a deliberate irrationality and the rejection of the prevailing standards of art. It influenced later movements including Surrealism.

Dada probably began in the Cabaret Voltaire in Zurich in 1916 (by some accounts on October 6) and there were active Dadaists in New York such as Marcel Duchamp and the Liberian art student, Beatrice Wood, who had left France at the onset of World War I. At around the same time there had been a Dadaists movement in Berlin, Hannover, Cologne and Paris. In 1920, Max Ernst, Hans Arp and social activist Alfred Grunwald set up the Cologne Dada group. The French avant-garde kept abreast of Dada activities in Zurich due to the regular communications from Tristan Tzara, who exchanged letters, poems and magazines with French writers, critics and artists. But while broad reaching, the movement was also unstable: artists went on to other ideas and movements, including Surrealism, Socialist Realism and other forms of modernism.

By the dawn of World War II, many of the European Dadaists who remained had fled or been forced into exile in the United States, some died in death camps under Hitler, who personally disliked the kind of radical art that dada represented. The movements became less active as post-World War II optimism led to new movements in art and literature.

The Cabaret Voltaire fell into disrepair until it was occupied by a group claiming to be neo-dadaism in June-August of 2002. After their eviction the Cabaret Voltaire became a museum dedicated to the history of Dada and the Dada movement.

13. What is the main idea of the passage?

- a. The history of Dadaism as the form of art
- b. The account of unstable movements of Dadaism
- c. The radical art of Dadaism as a protest against war
- d. The correspondence of Dadaism artists

Many historical linguists are able to trace modern complex languages back to earlier languages, but in order to answer the question of how complex languages are actually formed, the researcher needs to observe how languages are started from scratch. To find out how grammar is created, someone needs to be present at the time of a language's creation, documenting its emergence. However, this is possible.

Some of the most recent languages evolved due to the Atlantic slave trade. At this time, slaves from a number of different ethnicities were forced to work together under colonizer's rule. Since they had no opportunity to learn each other's languages, they developed a makeshift language called pidgin. Pidgins are strings of words copied from the languages of the landowner. They have little in the way of grammar, and in



many cases it is difficult for a listener to deduce when an event happened, and who did what to whom. Speakers need to use circumlocution in order to make their meaning understood. Interestingly, however, all it takes for a pidgin to become a complex language is for a group of children to be exposed to it when they learn their mother tongue. Slave children did not simply copy the strings of words uttered by their elders, they adapted their words to create a new, expressive language. Complex grammar systems which emerge from pidgins are termed creoles, and they are invented by children.

14. Paragraph 2 in the passage discusses about...
- a. A more simple language used by Atlantic slave
  - b. Explanation of complex language formation
  - c. Differences between pidgin and creole
  - d. History of slave children in learning language

Pneumonia is an infection of the lungs that is caused by bacteria, viruses, fungi, or parasites. It is characterized primarily by inflammation of the alveoli in the lungs or by alveoli that are filled with fluid (alveoli are microscopic sacs in the lung that absorb oxygen). At times a very serious condition, pneumonia can make a person very sick or even cause death. Although the disease can occur in young and healthy people, it is most dangerous for older adults, babies, and people with other diseases or impaired immune systems.

In the United States, more than 3 million people developed pneumonia each year, and about 17% of these receive treatment in a hospital. Most people with pneumonia recover, but about 5% will succumb to the condition.

Pneumonia treatments depend on the type of pneumonia and the severity of symptoms. Bacterial pneumonias are usually treated with antibiotics, whereas viral pneumonias are treated with rest and plenty of fluids. Fungal pneumonias are usually treated with antifungal medications. Over-the-counter medications are also commonly prescribed to better manage pneumonia symptoms. These include the treatments for reducing fever, reducing aches and pains, and suppressing coughs. In addition, it is important to get plenty of rest and sleep and drink lots of fluids.

There are several ways to prevent pneumonia. There are two vaccines that are available to prevent pneumococcal disease (the bacterial infection that is the most common cause of pneumonia): pneumococcal conjugate vaccine (Prevnar) and pneumococcal polysaccharide vaccine (Pneumovax). Prevnar is generally administered as part of the normal infant immunization procedure and is recommended for children less than 2 years of age or between two and four years with

certain medical conditions. Pneumovax is provided for adults who are at increased risk of developing pneumococcal pneumonis, such as the elderly, diabetics, those with chronic heart, lung, or kidney disease, alcoholics, smokers, and those without spleen. The pneumonia vaccine may not completely prevent older adults from getting pneumonia, but it can reduce the severity of a future pneumonia.

15. What is the main idea of the passage above?

- a. The symptoms of pneumonia
- b. The vaccines of pneumonia
- c. The description of pneumonia
- d. The characteristics of pneumonia

And, according to a recent Deloitte survey of 7,800 people from 29 countries, only 28% of currently employed Millennials feel their companies are fully using their skills. How can smart leaders better leverage the talents of these future leaders?

First, social sharing. Neuroscientists have shown that any kind of positive personal interaction lights up a part of the brain called the temporoparietal junction, which stimulates the production of oxytocin, “the feel-good hormone”.

Millennials, who have grown up interacting online, are able to get the same high, more often, through technology, by posting, messaging, forwarding and favoriting multiple times a day. They crave that connection and are therefore natural team players.

Second, constant, complex data flow. Research tells us that multitasking is impossible: people can only do two things if one of those things is routine. Also, those who regularly use multiple forms of media are more prone to distraction than those who do not. But, according to Nielson Neurofocus, EEG readings suggest that younger brains have higher multi-sensory processing Capacity than older ones and are most stimulated - that it is more engaged with and more likely to pay attention to and remember - dynamic messages. Millennials probably aren't more effective multitaskers, in the strict sense of the world, but, in their current stage of brain development, they seem better able to tolerate and integrate multiple streams of information.

Angela Ahrendts, the former CEO of Burberry, recognized that she could turn these two hallmarks of Millennial behavior into an asset for the fashion brand. In 2006, she hired a large number of “digital natives”, as she called them, to do what they do best: socialize through technology. As she explains, they created an expansive digital platform, which transformed the company's image and dramatically

accelerated its growth. One highlight was “Tweet Walk”, which turned Burberry's traditional runway show into a live web broadcast.

While Baby Boomers might see phones, tablets, and other devices as distractions, Millennials use them to collaborate innovate in real time. While Gen-Xers may view aggressive social sharing as an unhealthy mix of the personal and professional, Millennials see it as a way to gather input and learn from others. Millennials understand, embrace and are evolving without exponentially expanding digital world. Instead of judging their behavior, we need to better leverage it.

16. What is the main idea of the passage?
- a. The benefit of Millennials’ multitasking skill for organization
  - b. The recognition of the Millennials’ behavior for organization benefits
  - c. The unique characteristics of Millennials’ in fashion organization
  - d. The differences of generations in working environment.

Its squat body and flimsy-looking pectoral fins may not scream speed-demon. But the opah, or moonfish, is actually quite fast, and can run with the big boys like tuna and swordfish. That's just one of many surprising revelations coming to light as more of these mysterious fish appear unexpectedly in scientific surveys along the southern California coast. This unexplained surge is enabling researchers to study and photograph the camera-shy creatures.

While documenting a fishing survey, photographer Ralph Pace caught the roughly 59-kilogram fish on camera off the southern California coast in November 2014. Researchers had accidentally caught the odd animal, and after it was released, Pace dove into the water to take some snapshots before it swam away. He had only a couple of minutes with the opah, but they were memorable. He recalled that it was big, probably bigger than a manhole cover. John Hyde, a fish-genetics researcher with NOAA Southwest Fisheries in La Jolla, California, mentioned that photos of them in the water free-swimming were pretty rare and Pace's images were better than the rest he has seen.

17. The main idea of the first paragraph is...
- a. The sea photography
  - b. The similarity between opah, tuna and swordfish
  - c. The anatomy of opah
  - d. The recent finding on opah

How do you stop disease-carrying mosquitoes from multiplying? That’s the question plaguing the Brazilian government, which has been sending army soldiers door to door on a mission to fight zika-the virus suspected of causing microcephaly in

infants born to infected mothers. They are giving leaflets saying that people should have to keep your backyard clean from rubbish, said photographer Tomas Munita, who has been documenting Recife, a northeastern state capital with a population of 3.7 millions. Any stray items left outside, even a bottle cap, can collect rainwater and become a breeding ground for *Aedes aegypti* mosquitoes that are thought to be the main carriers of Zika.

But in Brazil's favelas, or poor neighborhoods, Munita says it's hard to imagine that the government's information campaign will have much effect. It's almost impossible to control something that in that kind of place he said. Many houses in favelas are makeshift shacks of cardboard and discarded sheet metal. With limited access to clean water and garbage collection, trash piles up and collects water, creating a perfect breeding ground for mosquitoes.

18. What is the main idea of the first paragraph?
- a. Brazilian government campaign to fight Zika
  - b. The massive spreading of Zika in Brazil
  - c. The question on how to stop Zika is remain unanswered
  - d. Steps to stop the spreading of Zika in Brazil

Two American hunters are one big step closer to legally killing a pair of black rhinos in Namibia and bringing their body parts home as trophies. On Thursday, the U.S. Fish and Wildlife Service announced online that it was approving the hunter's requests to import trophies from two upcoming hunts sanctioned to the Namibian government. After sifting through thousands of citizen comments over the past months, the U.S. federal agency defended its decision by saying the hunt which are slated to raise money for conservation, are part of Namibia's science-based management strategy for black rhinos. In short, the agency said the permit requests meet the legal standard of allowing limited hunting of an endangered species to benefit its conservation overall. There are about 4000 to 5000 black rhinos left in the world, down from 70000 in the 1960s.

Hunter and reality host Corey Knowlton had applied for an import permit following his \$350,000 winning bid for a hunting permit in Namibia at an auction last year held by the Dallas Safari Club. Hunter Michael Luzich of Las Vegas had also applied for a permit to import a trophy from another hunt in the African country. More than 135,000 people signed public petitions against the hunt or private comments to the agency, an unprecedented level of public interest. The Fish and Wildlife Service has declined to share the nature of the individual comments, but several animal advocacy groups have spoken out against the ruling.

19. What is the main idea of the first paragraph?

- a. Rhinos hunting activity in Namibia
- b. Conservation of rare Namibian black rhinos
- c. Permission to bring home rhino trophies
- d. Online request if black rhinos trophies

At the Grammys' annual charity gala on Friday, Bob Dylan stole the show without singing a single note. In a wide-ranging 35-minute speech that had the 3,000 or so music executives and stars in the audience hanging on his every word, Mr. Dylan touched on the roots of his songwriting, the musicians who inspired him, and the naysaying of critics.

It was an extremely rare and revealing speech from Mr. Dylan, 73, but in his usual fashion it was anything but straightforward. Reading from a thick cache of papers, he spoke in what at times was a kind of rhapsodic, canny prose-poetry, like one of his lyrics or an outtake from his 2004 memoir, "Chronicles, Volume One". "These songs of mine," he said, "they're like mystery plays, the kind Shakespeare saw when he was growing up. I think you could trace what I do back that far. They were on the fringes then, and I think they're on the fringes now".

20. What is the main idea of the first paragraph?

- a. Bob Dylan's great speech
- b. Music conference at the Grammy
- c. Bob Dylan won the Grammy
- d. The song of Bob Dylan

Nikola Tesla, a Serbian by parentage, began working for the phone company in Budapest. In 1882, he headed for Paris, where he took a job with the Continental Edison Company. He was invited to work stateside after his supervisor wrote a recommendation praising the young man as a genius on par with Edison himself. While he hired Tesla, Edison thought the man's ideas were "splendid" but "utterly impractical". Edison relied heavily on tedious experimentation for most of his discoveries, a commitment which some historians attribute partially to his lack of formal education. Tesla, in contrast, was an emotionally driven dreamer with years of engineering training, which allowed him to work out theories before physically implementing them.

At same point, Tesla insisted that he could increase the efficiency of Edison's prototypical dynamos, and eventually wore down Edison enough to let him try. Edison, Tesla later claimed, even promised him \$50,000 if he succeeded. Tesla worked around the clock for several months and made a great deal of progress. When

he demanded his reward, Edison claimed the offer was a joke, saying, “When you become a full-fledged American, you will appreciate an American joke”. Edison offered a \$10/week raise, instead. Ever prideful, Tesla quit, and spent the next few months picking up odd jobs across New York City.

Edison's least favorite of Tesla's “impractical” ideas was the concept of using alternating current (AC) technology to bring electricity to the people. Edison insisted that his own direct current (DC) system was superior, in that it maintained a lower voltage from power station to consumer, and was, therefore, safer. But AC technology, which allows the flow of energy to periodically change direction, is more practical for transmitting massive quantities of energy, as is required by a large city, or hub of industry, say. At the time, DC technology only allowed for a power grid with a one-mile radius from the power source. The conflict between the two methods and their masters came to be known as the War of Currents. In the end, AC won out. George Westinghouse, an inventor, entrepreneur, and engineer who had himself been feuding with Edison for years, fulfilled Tesla’s dream of building a power plant at Niagara Falls to power New York City, and built upon its principles the same system of local power grids we use today.

21. What is the main idea of the passage?
- a. The superiority of AC system
  - b. The invention of AC and DC system
  - c. The rivalry between Tesla and Edison
  - d. The biography of Nikola Tesla

A debate arose over what exactly was happening. Which embryo cells are determined, just when do they become irreversibly committed to their fates, and what are the morphogenetic determinants that tell a cell what to become? But the debate could not be resolved because no one was able to ask the crucial questions in a form in which they could be pursued productively.

Recent discoveries in molecular biology, however, have opened up prospects for a resolution of the debate. Now investigators think they know at least some of the molecules that act as morphogenetic determinants in early development. They have been able to show that, in a sense, cell determination begins even before an egg is fertilized.

Studying sea urchins, biologist Paul Gross found that a unfertilized egg contains substances that function as morphogenetic determinants. They are located in the cytoplasm of the egg cell; i.e., in that part of the cell protoplasm that lies outside of the nucleus. In the unfertilized egg, the substances are inactive and are not distributed

homogeneously. When the egg is fertilized, the substances become active and, presumably, govern the behavior of the genes they interact with. Since the substances are unevenly distributed in the egg, when the fertilized egg divides, the resulting cells are different from the start and so can be qualitatively different in their own gene activity.

22. What is the main idea of the last paragraph?
- a. Substances of morphogenic determinants
  - b. The location of morphogenic determinants
  - c. Study of sea urchins by Paul Gross
  - d. Fertilization of eggs

The AEC Blueprint is built on four interrelated and mutually-reinforcing pillars: (a) a single market and production base, (b) a highly competitive economic region, (c) a region of equitable economic development, and (d) a region fully integrated into the global economy. As broad and multi-faceted as these are, the goals of the AEC have already been met on many fronts.

The first AEC pillar seeks to create a single market and production base through free flow of goods, services, investment regimes that make ASEAN more attractive investment destination for both international and domestic investors.

The second pillar helps to create a business-friendly and innovation-supporting regional environment. That is achievable through the adoption of common frameworks, standards and mutual co-operation across many areas, such as in agriculture and financial services, and in competition policy, intellectual property rights, and consumer protection. It also supports improvements in transport connectivity and other infrastructure networks; these have facilitated cross-border transportation and contributed to reducing overall costs of doing business, while providing ASEAN people and businesses with better opportunities to work together more productively. In turn, such developments provide the impetus to start new businesses, expand the existing market base, encourage strategic sourcing of goods and services within the region as well as create employment.

The third pillar seeks to achieve sustainable and balanced growth and development through equitable economic development. This is done through creative initiatives that encourage SMEs to participate in regional and global value chains, and focused efforts to build the capacity of the ASEAN's newer member states to ensure their effective integration into the economic community.

The final pillar envisages nothing less than ASEAN's full integration into the global economy. This is pursued through a coherent approach towards external

economic relations, including through free trade areas and comprehensive economic partnership agreements, and enhanced participation in global supply networks. A new and far-reaching milestone for the AEC Blueprint has been arrived at in 2015 but with ever more tangible results to come to make good on its promise.

23. What can you say of the passage above?

- a. The four pillars is built up for indicator of ASEAN Economic Community progress
- b. The content of each pillar is interconnected and strengthen one another
- c. The components of first pillar probably are infrastructure development, taxation, and e-commerce
- d. The third pillar is concern about cease and balanced growth and development

Zaky, an employee for a tax-consultant office in Jakarta's central business district, admits to wearing batik for its functionality, "On Fridays, the office gives us an option to wear batik or a short-sleeved shirt, but I prefer batik because it reflects our culture more", he said.

Locals are not the only ones proudly donning batik at work. Aston Goad, a foreign counsel for IAB&F, wears batik even though it's not an office requirement. "I like it: particularly colorful batik. I also think that I'm working here and I'm a guest in your county, so I think it's only fair to comply with the locals and wear batik on Fridays like everyone else", he said. Goad is also willing to pay good money for high-quality batik. "I would be willing to spend maybe Rp 3 million [US\$224] to Rp 4 million for a nice batik".

Gujarati traders who came to the island of Java in the 6th century would have been proud to see that the resist-dyeing technique on cloths they had brought helped shape one of Indonesia's most beloved cultural icons: batik. In the span of four centuries since the beginning of canting (spouted bowl) and malam (hot liquid wax) usage, batik has grown far and wide from being clothing pieces once only donned by royals and blue-bloods in formal events to becoming semi-compulsory office attire for modern Indonesians.

Batik's popularity soared in 2009 when President Susilo Bambang Yudhoyono called on Indonesians to wear batik following its inclusion by UNESCO in the Intangible Cultural Heritage of Humanity list.

However, the visible love of batik represented by its daily wearers now poses a question: Is the greater public loving batik without sufficient knowledge?

In other words: Is the love so great that batik is loved blindly?



24. What does the text tell us about?
- The history of Batik in Indonesia
  - The story of Batik from cultural perspective
  - The pride and love of wearing Batik
  - The way to make Batik

The Queen said that Britain should “just get on with” leaving the European Union at a private lunch before the referendum, the BBC has claimed. Laura Kuenssberg, the BBC’s political Editor, revealed that one of her sources told her the Queen suggested that leaving the EU would not be a “problem”.

However she said that she was unable to stand the story up and The Sun newspaper later published it in March under the headline “Queen backs Brexit”. The claim caused a huge row with Buckingham Palace, which said that the headline “misleading”.

25. What does paragraph 1 mostly tell us about?
- A worry of the Queen related to Britain Exit
  - A suggestion of the Queen to leave the European Union
  - A reason of the Queen that UK should leave the European Union
  - An optimism of the Queen to stay leaving the European Union

Key Answer:

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

**Sources:**

DSV Production Indonesia. *USM PKN STAN 2018*. PT. Duta Sembilan Victorindo Indonesia, 2017.

R. Widjaja. *Modul Pengayaan Bahasa Inggris*. CV. Grahadi, 2019.

### The students' score in finding main idea on multiple choice question

$$\text{Score} = \frac{T}{N} \times 100$$

Note. T: Number of questions answered correctly

N: Number of questions

#### Source:

Estina Ekawati dan Sumaryanta, *Pengembangan Instrumen Penilaian Pembelajaran Matematika SD/SMP*, Yogyakarta : P4TK Matematika, 2011

Nama : Anisa Dhaqirina Putri

68

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

Never put off till tomorrow what you can do today

Nama : Anisa Fatmala Dafi

60

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

Never put off till tomorrow what you can do today

Nama: Aquillah Yupada

28

No. \_\_\_\_\_

Date: \_\_\_\_\_

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

You'll never know till you have tried



Desiana uian Sati

76

No. \_\_\_\_\_

Date: \_\_\_\_\_

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

You'll never know till you have tried



Hani Puspa Sari  
~~Hani Puspa Sari~~

No. \_\_\_\_\_  
 Date: \_\_\_\_\_

<input checked="" type="checkbox"/>	A
<input checked="" type="checkbox"/>	A
<input checked="" type="checkbox"/>	A
<input checked="" type="checkbox"/>	C
<input checked="" type="checkbox"/>	C
<input checked="" type="checkbox"/>	A
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<input checked="" type="checkbox"/>	D
<input type="checkbox"/>	B
<input type="checkbox"/>	C
<input checked="" type="checkbox"/>	C

Never put off till tomorrow what you can do today



Intan Indah Murmahya

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 Date: \_\_\_\_\_

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<input type="checkbox"/>	D ✓
<input type="checkbox"/>	C ✓
<input type="checkbox"/>	A ✓
<input type="checkbox"/>	B ✓
<input type="checkbox"/>	A ✓

You'll never know till you have tried



leslarna

18

Date

<del>1</del>	B
<del>2</del>	C
<del>3</del>	D
<del>4</del>	B
<del>5</del>	C
6	A
7	D
8	A
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15	B
16	B
17	D
<del>18</del>	B
<del>19</del>	D
20	A
21	C
<del>22</del>	B
23	B
24	C
<del>25</del>	A

You'll never know till you have tried

Salsabila Putri Cahya Ningrum

40

Date

A	/
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D	/
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D	/

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Vina Nuraini

72

No. \_\_\_\_\_  
Date: \_\_\_\_\_

- D
- B
- C
- D
- D
- B ✓
- C ✓
- A
- D
- B
- A
- C
- B ✓
- D
- B
- B
- D
- A
- C
- A
- C ✓
- C ✓
- D ✓
- A ✓
- A ✓

Never put off till tomorrow what you can do today



NAMA : ZITA - AZARIA

69

No. \_\_\_\_\_  
Date: \_\_\_\_\_

- 1 B ✓
- 2 C ✓
- 3 D ✓
- 4 B ✓
- 5 C ✓
- 6 A
- 7 B ✓
- 8 A
- 9 B ✓
- 10 B
- 11 B ✓
- 12 C
- 13 A
- 14 B ✓
- 15 B
- 16 B
- 17 D
- 18 A
- 19 C
- 20 A
- 21 C
- 22 A
- 23 B
- 24 C
- 25 D

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## Documentation of interview



### Question of interview

No	Aspect	Question
1.	The difficulties that faced by students in reading text.	1. Do you like to read English text?
		2. Do you often read English text?
		3. Is it difficult to understand English text?
		4. Do you have difficulties when understand English text? If so why?
		5. What will you do if you find difficulties in understanding English text?
2.	The factors that caused the students difficult to find the main idea in the text.	1. Do you know what is the main idea in English text?
		2. Do you know how to find the main idea in English text?
		3. Is it difficult to find the main idea in English text? If so why?
3.	The way students solve the difficulties in finding main idea in the text.	1. What will you do if you find difficulties in finding the main idea in English text?



## **CURRICULUM VITAE**



The name of the researcher is Haanii Pradini. The researcher was born in June, 19<sup>th</sup> 2000 at Metro. The researcher is an only child of couple Edy Rudiyanto, S.E., S.H., and Asmarani, S.Pd. In 2012, the researcher graduate from elementary school MIN 1 Metro. In 2015, the researcher graduate from junior high school SMPN 4 Metro. In 2018, the researcher graduate from senior high school SMAN 1 Metro. Finally, the researcher continued the study in IAIN Metro with English Education Program.