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AN ANALYSIS ON STUDENTS' DIFFICULTIES TO IDENTIFY THE MAIN IDEA IN THE READING COMPREHENSION AT SMA N 1 LABUHAN RATU IN THE ACADEMIC YEAR OF 2013/2014

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AN ANALYSIS ON STUDENTS' DIFFICULTIES TO IDENTIFY THE MAIN IDEA IN READING COMPREHENSION AT SMA N 1 LABUHAN RATU IN THE ACADEMIC YEAR OF 2013/2014

Presented as a Partial Fulfillment of the Requirements
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In English Educational Program

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ANALISIS KESULITAN SISWA DALAM MENENTUKAN IDE POKOK DALAM PEMAHAMAN MEMBACA SMA NEGERI 1 LABUHAN RATU TAHUN AKADEMIK 2013/2014

ABSTRAK

OLEH:

YENI LESTARI

Pemahaman membaca adalah aktivitas pembaca dalam proses membaca untuk mengetahui informasi yang penulis tulis didalam teks dan pembaca memahami dengan baik tentang teks tersebut. Salah satu indikator dalam pemahaman membaca siswa adalah dapat menentukan main idea. Ide pokok adalah informasi umum yang ingin disampaikan penulis kepada pembaca. Tujuan dari penelitian ini adalah untuk mengambarkan pemahaman siswa dalam hal membaca dan menguraikan kesulitan-kesulitan yang dihadapi siswa untuk menentukan ide pokok dalam sebuat teks bacaan dalam pemahaman membaca siswa kelas X SMA N 1 Labuhan Ratu pada Tahun Akademik 2013/2014.

Jenis penelitian ini adalah kualitatif dalam bentuk kualitatif lapangan dan menggunakan studi kasus. Untuk mengumpulkan data penelitian, dikumpulkan melalui wawancara dan dokumentasi. Penelitian ini melibatkan sepuluh siswa pada kelas X SMA N I Labuhan Ratu tahun akademik 2013/2014 sebagai peserta.

Penelitian menemukan, persentase siswa yang mampu menjawab pertanyaan adalah topik 36%, main idea yang ada di teks 16 % main idea yang tersembunyi 16 % dan kalimat penjelas 36 % bisa disimpulkan bahwa kesulitan siswa dalam menentukan ide pokok adalah siswa sulit untuk membedakan topik, kalimat penjelas dan ide pokok. Kebanyakan siswa lebih mengalami kesulitan menentukan ide pokok yang tersembunyi dari pada yang lainnya. Selain itu siswa tidak memiliki kosa kata yang banyak untuk diingat sehingga sering tidak dapat memahami makna dari teks dengan baik, dan siswa tidak memahami secara dalam bagaimana cara menentukan dan menganalisa ide pokok tersebut. Siswa juga tidak mampu memahami makna dalam teks dengan baik, dan siswa juga kurang menguasai kosa kata asing. Hal ini membuat siswa kesulitan dalam menentukan ide pokok.

AN ANALYSIS ON STUDENTS' DIFFICULTIES TO IDENTIFY THE MAIN IDEA IN THE READING COMPREHENSION AT SMA N I LABUHAN RATU ACADEMIC YEAR OF 2013/2014

ABSTRACT

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YENI LESTARI

Reading comprehension is the activity of reader in process of reading to know the information that the writer write in the text and the reader understand well about the text. One of indicator of the reading comprehension is identify the main idea. Main idea is general statement of the writer that want to share to the reader. The goal of this reseach is to know the students' difficulties to identify the main idea in reading comprehension at the tenth graders of SMA N 1 Labuhan Ratu in the Academic Year of 2013/2014.

The research type is Qualitative in the form of field qualitative, and apply case study. The data collecting methods used interview and documentation. The reseach was concerning to ten students at the tenth grade class of SMA N 1 Labuhan Ratu in the Academic Year of 2013/2014 as the partisipants.

Finding research, the persentages of students'that be able to answer the questions were identify the topic was 36 %, state main idea was 16 %, implied main idea was 12 % and suporting details was 36 %. it can be concluded that students' difficulties to identify the main idea are students confiuse to differentiated the topic, state main idea, implied main idea, and supporting details. most of the students more difficult to identify implied main idea than the other, beside that the students have limited memorized of vocabulary so that the students unable to understand the meaning well and the students did not understand the real ways to determine the main idea, the students have less in understanding meaning, and they lack vocabulary, its make the students difficult to identify main idea.

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Assalamu'alaikum wr.wb.

We have given guidance and enough improvement to the undergraduate thesis which is written by:

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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the Munaqosyah. Thank you very much.

Wassalammu'alaikum wr.wb.

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The Undergraduate Thesis entitled: **AN ANALYSIS ON STUDENTS' DIFFICULTIES TO IDENTIFY THE MAIN IDEA IN THE READING COMPREHENSION AT SMA N 1 LABUHAN RATU IN THE ACADEMIC YEAR OF 2013/2014**, written by: Yeni Lestari, Student Number 0955537, English Education Study Program, has been examined (Munaqosyah) in Tarbiyah Department on Monday, February 3th 2014 at 12.00 – 13.00 PM.

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STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliography mentioned.

Metro, January , 2014



Yeni Lestari

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Motto

سَيَجْعَلُ ٱللَّهُ بَعْدَ عُسْرٍ يُسْرًا ۝٧

"Allah will grant after hardship, ease"

If one cannot enjoy reading a book ever and ever again, there is no use in reading it at all (oscar wilde)

DEDICATION PAGE

This undergraduated thesis is dedicated to:

- My beloved Father Sobirin and my Mother Rokayah, I will be all that you want.
- My sponsor and Co-sponsor thank you for the guiding.
- My Almamater STAIN Jurai Siwo Metro
- The big family of SMA N I Labuhan Ratu, thanks for your apreciation.

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All praise is to Allah, a manager of life who always give us blessing and mercy, who always give us all what we need. The reseacher very grateful to Allah because this undergradute thesis finish finaly. May praise to our prophet, Muhammad (peace be upon him) who never weary to spread Islam in this world, hopefully we can get the *syafa'at* in the end of the time.

This undergraduate thesis entitled "An Analysis on Students' Difficulties to Identify the Main Idea in Reading Comprehension at SMA N I Labuhan Ratu in the Academic Year of 2013/2014" This research was conducted toward the students at the tenth graders of SMA N 1 Labuhan Ratu Academic Year of 2013/2014.

The reasecher consider that this undergraduate thesis never finish without many helpful individuals involved in accomplishing this undergraduate thesis that the researcher could not mention one by one. The greatest gratitude would be addressed to both of advisor; Widhiya Ninsiana, M.Hum and Dra.Yerni May Allah SWT give them His better reward for their supporting and guiding during the undergraduate thesis writing process.

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Futhermore, the reseacher never forget to apreciate to all member of LDK Al-Ishlah, and KAMMI komsat STAIN who always support her.

The reseacher realized that no body is perfect. The researcher realizes that this research proposal still richly needs many corrections. All comments and suggestions are surely welcome to lighten up the quality of this undergraduate thesis. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially, for our campus and all readers generally.

Metro, January 2014

The Researcher,

Yeni Lestari
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TABLE OF CONTENTS

COVER i
TITLE PAGE ii
ABSTRACT iii
APROVAL PAGE v
NOTA DINAS vi
STATEMENT OF RESEARCH ORIGINALITY viii
MOTTOS ix
DEDICATION PAGE x
ACKNOWLEDGMENT xi
TABLE OF CONTENTS xiii
LIST OF FIGURE xv
LIST OF APPENDIXES xvi

CHAPTER I INTRODUCTION 1
A. Background of the Study 1
B. Focus of study 4
a. Problem Limitation 4
b. Problem Formulation 5
C. Objective and Benefits of the Study 5
1. Objective of study 5
2. Benefits of the Study 5
D. Prior Research 6

CHAPTER II REVIEW OF THE LITERATURE 9
A. The Concept of Reading Comprehension 9
1. Models of Reading Comprehension 11
2. The factor of Influence of Reading Comprehension 12
3. Assessing Reading Comprehension 13
B. The Concept of Main Idea 15
1. Definition of Main Idea 15
2. The Importance of Finding Main Idea 17
3. The Characteristic of Main Idea 18
4. The Type of Main Idea 19
a. Stated Main Idea 19
b. Implied Main Idea 21
5. The Difficulties to Identify the Main Idea 22

CHAPTER III RESEARCH METHODOLOGY 24
A. Type and the Characteristic of Research 24
B. Data Resource 26
C. Data Collection Technique 26
1. Interview 27

2. Documentation 27
D. Data Analysis Technique 28
E. Approach 29

CHAPTER IV RESULT OF THE RESEARCH 30
A. Description of the research 30
B. General Description of Research Data 32
C. Research Analysis 42

CHAPTER V CONCLUSION AND SUGGESTION 51
A. Conclusion 51
B. Suggestion 53

BIBLIOGRAPHIES

CURRICULUM VITAE

APPENDICES

LIST OF FIGURE

Figure		Page
1.	The students' answer of the text	49

LIST OF APPENICES

1. The number of the tenth grade students SMA N I Labuhan Ratu in Academic year of 2013/2014
2. The number of the eleventh grade students SMA N I Labuhan Ratu in Academic year of 2013/2014
3. The number of the twelfth grade students SMA N I Labuhan Ratu in Academic year of 2013/2014
4. The condition of building of SMA N I Labuhan Ratu
5. List of interview's questions

Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro

CHAPTER I

INTRODUCTION

A. Background of the Study

As we know that, every country has its own language. In this world There are so many languages in this world such as Japanese, Mandarin, English, Indonesian, Arabian, and many others and to communicate the other countries, is needed international language. English as foreign language is an international language, almost every country in this world using English as first or second language. It is one of the reason why the people should learn and master in English.

In Indonesia, English is used as a foreign language, it is learnt from junior high school till university level. The students emphasized to have ability and capability in English well. There are four skills in English that should be mastered by everyone to be master of English, they are listening, speaking, writing and reading. Reading is one of the important skills that should be mastered by students. Reading is the process to get something from the text reading such as knowledge and amusement. The more people read a book the more knowledge they have.

Furthermore, reading is something crucial for students in education. One of the measurement success of their study depend on how much a book

that they read and how deep their comprehension about what they read. It means that the students should have good in reading.

Reading is the activities of person who reads. Indirectly in the process of reading extremely important to know the message or information of the writer that want to share, it can be able to make easy to comprehend the text reading. Without good comprehend the text or paragraph in text reading it will be hard to comprehend the point of we have read or what the writer means.

A paragraph ussually consist of main idea and supporting detail. Main idea is a general point of some sentences in each paragraph of text reading that the writer want to share or transfer to the reader by the writer language. Finding and understanding the main idea of a text is essential reading skill.[1] It's means that to be a good reader the student should have to comprehend text reading and be able to identify and find the main idea because if the reader know the main idea in the text that they read it is show that the reader comprehend the point of text or paragraph.

Moreover, we often finding the question like" what is the main idea of this paragraph?" that is common question that we can find in test reading. Its indicates that identifying and finding the main idea is extremely important

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[1] Elzabeth Chesla, *8th Grade Reading Comprehension Succes*,(New York: Learning Express),p.11

to learn to the students. When the student can identify and find the main idea well, it means that they have good enough in reading.

The researcher found ambiguity to determine the main idea, topic, theme and supporting detail in each paragraph of a text. Common errors in identify the main idea such as cannot determine main idea well, still confuse to differ main idea and topic, and the understanding of the text still low.

According Gerald G Duffy the difficulties to identify the main idea such as: sometime the author put the main idea in implied main idea so that the students uncertain to find the main idea, determine main idea is difficult because the students never know what an author's idea, and then main idea is difficult because the location main dea is tentative. And to complete the research the researcher conduct pre survey. Based on pre survey that had done by the researcher in SMA N 1 Labuhan Ratu. The researcher did pre survey to the students' at tenth grades of SMA N I Labuhan Ratu on Juni 2013. The result of pre survey it can be seen them there are many of the students still have problem to comprehend in reading text. One of the problem in reading comprehension namely the students' cannot understanding the text reading, the students cannot identify main idea well, the students' had done common error such as the students' cannot distinguish main idea and topic, the students' still confuse to determine which one main idea and which one topic in a text well.

Referring to problems, the reseacher assumed that the students have low ability in reading especially the students have dificulties to identify the main idea. So, the researcher interesting to conduct a research with the title *An Analysis on Students' Difficulties to Identify the Main Idea in Reading Comprehension at SMA N 1 Labuhan Ratu, Lampung Timur in the Academic Year of 2013/2014.*

B. Focus of study

To be a good teacher, the teacher should know the problems that faced by the students especially in difficulties of identifying main idea. So that, the teacher can finds ways to help students' problem and get the solution to overcome the problem so that the output of the study will be better and success.

In line with the explanation above, the researcher focused on investigation of students' difficulties in identifying the main idea in reading comprehension at the tenth graders of SMA N I Labuhan Ratu in the academic year of 2013/2014.

a. Problem Limitation

The rescarcher realizes that difficult to investigate the students' problems. The researcher only concentrates to identify the difficulties of main

idea in reading comprehension at the tenth graderd of SMAN I Labuhan Ratu in the academic year of 2013/2014.

b. Problem Formulation

The problem of this research is: "What are the students' difficulties in identifying the main idea in reading comprehension at the tenth graders of SMA N I Labuhan Ratu in the academic year of 2013/2014.''?

C. Objective and Benefits of the Study

1. Objective of study

To know what are the students' difficulties in identifying the main idea in reading comprehension at the tenth graders of SMA N I Labuhan Ratu in the academic year of 2013/2014.

2. Benefits of the Study

Commonly, the result of this research is used to examine the solution to overcome the problems and difficulties in identifying the main idea. Specifically, it is expected that the result of this research have benefit as follows:

a. Theoretically, the findings of this research are beneficial for the teachers when will teach reading especially in reading of the text to find the main idea English text at SMA N I Labuhan Ratu.

b. Practically, the reseacher be able to know and examine the solution of students' difficulties to identify the main idea. Therefore, it can be the reseacher references to teach reading.

c. As a references for additional information.

D. Prior Research

This research entitle *An Analysis on Students' Difficulties to Identify the Main Idea in Reading Comprehension at SMA N 1 Labuhan Ratu* doesn't conduct yet by the other researchers. The researcher found the similar research in this college entitled *The Problem of Learning Reading Faced by the Second Year Students of SMA N I Purbolinggo* who conduct by Riskiawati[2]. The reseacher found the similar reseach too on international journal entiled *Fostering Main Idea Comprehension Among EFL Learner through Cognitive and Metacognitive Strategies* written by Sujunya Wilawan[3] and *Main Idea Identification; Instructional Explanation in Four Basal Reader Series* written by Victoria Chou and Beverly Milligan.[4]

Riskiawati analyzed the problem of learning reading found on abstract. Reading is the skills that should be mastered by the students in learning

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[2] Riskiawati, problems of learning reading faced by the second year students od SMA Negeri 1 Purbolinggo, 2011.

[3] Suju Wilawan, *Fostering Main Idea Comprehension Among EFL Learner through Cognitive and Metacognitive Strategies* (International Journal of Humanities and Social, 2012), p.46

[4] Victoria Chou and Beverly Miligan, *Main Idea Identification; Instructional Explanation in Four Basal Reader Series* (Journal of Literacy Research, 1984) p.189

English besides listening, speaking and writing, because it is an important more in developing knowledge. The aim of this research is to describe the problem in learning reading and the alternative solution that be done for solving the students' problem in learning reading.

Type of research methodology that used by Riskiawati was descriptive qualitative. The techniques of collecting data are documentation, interview and questionnaire. The researcher found the result of the research are the problem in learning reading faced by the second year students of SMA N I Purbolinggo that come from skill and traits of students when confronting the text lack of interest, lack vocabulary, lack background of knowledge and poor reading strategy and the problem on features of the text finding main idea among meaning of unknown word in context.

Then, Sujunya Wilawan analyzed fostering main idea through cognitive and metacognitive strategies. This reseach focused mainly on the combined aplication of cognitive and metacognitive processing strategies to improve EFL readers' main idea comprehension. Sujunya argues that for EFL, additional support in knowledge and skill in the foundation element of text understanding at the lower level is often necessary in the process of constructing main idea. The research indicate some possible guide lines for teaching main idea comprehension at each level of processing. Some modifications of strategy instuction are also recomended to suit the needs of EFL readers.

Moreover Victoria Chou and Beverly Miligan analyzed in main idea identification. All explanations and directives related to main idea identification were classified and evaluated in four current basal reader series. Result across the four series series demonstrate that explanations tend to evade admittedly difficult issues of determining importance.

Referring to Riskiawati, Sujunya Wilawan, Victoria Chou and Beverly Miligan's reseach this reseach is also to know about reading and main idea especially students' reading comprehension in identify main idea. It is aim to explain and share the trouble that face by students when identify main idea.

To get the deeper problem the researcher analyzed which present logical reasoning and solid evidence that will persuade the readers to accept the point of view. The researcher found the problem in identifying the main idea. Based on those problems, the researcher interest to investigate the case. The researcher thought that this research is needed to investigate because this research focuses on the students' difficulties to identify the main idea in reading comprehension so that the result of this research is deeper.

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CHAPTER II

REVIEW OF THE LITERATURE

In this chapter the researcher wants to present the theoretical review as strengthener to reinforce the argument of the researcher. The explanation of this chapter include about the concept of reading comprehension and main idea.

A. The Concept of Reading Comprehension

According Jane L McGrath in a book entitle building strategies for college reading said that: reading is the active thinking process of understanding an author's ideas, connecting those ideas to what you already know, and then organizing all ideas so you can remember and use them.[1] In the process of reading, the reader needs to comprehend about the point of the writer's means. There are transfer purposes from the writer when the people read, so that the reader gets new information or pleasure from text reading.

Moreover Anthony, Person and Raphael says that reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.[2] To understand the meaning of the writer

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[1] Janel L Mcgrath, *Building Strategies for College Reading,* (United State of America: Prentice Hall), p. 1

[2] Thomas S. C. Farrell, *Planning Lesson for A Reading Class*, (Singapore: SEAMEO Regional Language Centre, 2000), p.1

means the reader usually using their previous knowledge and mix the information from predicts the specific information from the text. Beside that Reading is the meaningful interpretation of printed or written verbal symbols.[3]

"Reading is extracting information from print." But such imposing declarations provide no insight into reading, and can lead to fruitless debates.[4] In directly, reading is the process to comprehend information that include in a text reading, sometimes it is make opposite perception of the readers. Comprehension is an active process in the construction of meaning. It involves word knowledge (vocabulary) as well as thinking and reasoning.[5]

Thus, reading (comprehending) is a result of the interaction between the perception of graphics symbol that represent language and the reader's language skills, cognitive skills, and knowledge of the world. In this process the reader tries to re-create the meanings intended by the writer.[6]

Based on quotation above reading comprehension is the activity of the reader in the process of reading to know the information that the writer write in the text and the reader understand well about the text.

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[3] Albert and Edward, *How to Increase Reading Ability*, (New York & London: Longman,1985),p.12

[4] Frank Smith, *Understanding Reading*, (London: Lawrence Flbaum Associates Publishers, Sixth Edition, 2004), p. 166

[5] Elizabeth S Pang, et al, *Teaching Reading*, (Unesco: International Bureu Education,2003) P.13

[6] Albert and Edward, loc.cit.

1. Models of Reading Comprehension

a. Top-Down Model

In top-down processing, the reader first focuses look at the passage of the text then make prediction the writer means in the text. In top-down models the reader's prior knowledge and cognitive and linguistic competence play roles in the construction of meaning.[7] In directly in top-down processing, reader's prior knowledge is the first key to comprehend the text of reading material easily.

b. Bottom Up Models

In bottom-up processing, the readers must first recognize a multiplicity of linguistic signals (letters, morphemes; syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanisms to impose some sort of order on these signal[8].

Moreover, the bottom up process can be explained as follows: when people read, they extract propositions from the text.[9] Firstly, in bottom up processing, reader focus on words, sentences, and organization of the text, then make concept meaning in the text. The people read the text then, they summary propositions in the text. This process is the opposite of the top-down approach; instead of working from the meaning to text (top-down).

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[7] Ibid,P.9

[8] H Douglas Brown, *Teaching by Principle: An interactive Approach to Language Pedagogy, (San Fransisco:Longman,*2001) p. 299

[9] Thomas s. c Farrell,op.cit, p.2

This model has a reader working from text to meaning (with a focus at word and sentence level).[10]

c. Interactive model

Interactive model argues that both top-down and bottom-up process occur when a person reads a text.[11] It means that in interactive model there are combinations among top-down and bottom-up models. Top down processing is guided by result of bottom-up processing, and the bottom-up processing is guided in part by expectations imposed by top-down processing.

2. The Factor of Influence of Reading Comprehension.

Sometimes the reader feels that reading is easy to learn and easy to understand a text reading but in some situation the reader fell that the text so hard to comprehended. Consciously or unconsciously, there are some factor that influence of reading comprehension, they are:

a. Prior Knowledge

Prior knowledge defined as all the information an individual has in her or his long-term memory.[12] Prior knowledge support the reader understanding reading material easily. According to adams and bruce (1982), comprehension is the use of prior knowledge to create new

[10] Ibid
[11] Ibid
[12] Albert and Edward,op.cit.p.480

knowledge; for without prior knowledge, written material would be meaningless.[13]

b. Text Coherence and Structure

How well the text is written be able to influence of level the material to comprehend. In order to easy to understand the text must be coherent. Coherence refers to how smoothly the ideas in a text are woven together. In coherent material the relationship among the ideas are clear enough to allow a logical connection or flow of meaning from one idea to another[14].

Meanwhile, text structure refers to how the ideas in a text are interrelated to convey the author's message to the reader. Text structure specifies the logical connection among ideas; as well as the subordination of some ideas to other concepts[15].

3. Assessing Reading Comprehension

Assessing comprehension is fraught with challenges, because it can be difficult to determine how much students really know and what they are actually thinking (as we attempted to do in the preceding example).[16]

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[13]Ibid.p. 484
[14]Ibid
[15] Ibid
[16] Janette K. Klingner, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties,* (USA: The Guilford Press, 2007),p.14

Assessment of reading comprehension has variety purposes. The first, purpose is to compare level of the students' comprehension in students' norming sample. Second, find out the students' level. Third, to inform instruction by determining when students understand what they read and how efficiently they use which comprehension strategies.

Jannette K. Klingner et al state that there are some types of reading comprehension assessment as follows:

a) Retelling

Students are prompted to retell or reconstruct what they remember about what they have just finished reading.

b) Interviews and Questionnaires

Students respond orally or in writing to a list of questions designed to assess their understanding of reading process and their knowledge of reading strategies.

c) Curriculum based assessment

Test based on the actual curriculum used in the classroom, and students are assessed regularly and their progress monitored.

d) Curriculum based measurement[17]

Students are assessed frequently with standard, brief test; scores are monitored over time to assess progress.

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[17] Ibid.p.16

Beside that to measure the reading comprehension, look at the indicators of reading comprehension at senior high school as follows:

1) Identify main idea of paragraph.
2) Identify the meaning words of the text.
3) Identify the meaning sentence of the text.
4) Identify the character in a story[18].

B. The Concept of Main idea

1. Definition of main idea

When you look past the facts and information and get to the heart of what the writer is trying to say, that's the main idea. Main idea is the overall fact, feeling, or thought a writer wants to convey about his or her subject.[19] Moreover the main idea is the opinion or idea the writer is trying to explain—what the writer wants to say to the reader[20]. All of the writers want to transfer their knowledge by written, the writers usually write to convey their knowledge to construct reader's opinion based on the writer's means.

Then, the main idea of a passage is an assertion about its subject, but it is something more: It is the idea that also holds together or controls the passage.[21] Main idea is not merely about the subject, not merely about ''who

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[18] Tri Mardiana, Silabus, SMA N 1 Labuhan Ratu 2012-2013.

[19] Elzabeth Chesla, *8th Grade Reading Comprehension Success,*(New York: Learning Express),p.11

[20] *501 Reading Comprehension Qouestion,* 4th (New York: Learning Express, 2010), p.31

[21] *Reading Comprehension Success in 20 Minutes a Day,* (New York: Learning Express, 3rd edition, 2005).p 28

or what'' of the passage, but more than these. Main idea is cover about all of the point in a paragraph or text. In line with this statement, the main idea must be general enough to hold all of these ideas together.[22]

In a book entittle "reading comprehension boosters" Thomas G Gunning state that the main idea is a summary statement that includes the details or ideas in a selection. It is what all the other sentences are about.[23] Based on explanation above, the researcher concludes that main idea is overall point in a sentence or paragraph. It is include all of the idea that the writer write.

On the other hands, main ideas are always dependent on the purpose of a reading[24]. The students not merely read an information text because sometimes the reader read a fiction text. In fictional text the reader is able to find main and minor character, setting that include time and place. There are plot, conflict, and resolution in the fictional text. All of the structure of fiction text can be able to guide the reader to determine the main idea. If students are reading fictional texts and exploring story elements, then characters, setting, plot, and theme are the main ideas.[25] Its means that overall of element of the text be able to key word to guess the main idea.

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[22] Ibid.

[23] Thomas G Gunning *Reading Comprehension Boosters.*(United Stated of Amierica: Jossey Bass Willey Imprint, 2010).p.26

[24] Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension.* (United States of America: America Library Association,2007), p 96

[25] Ibid

2. The Importance of Finding Main Idea.

Finding and understanding the main idea of a text is an essential reading skill.[26] Moreover, knowing how to construct the main idea of what is read is essential because it helps students identify what is important to know and remember (Williams, 1988)[27]

The Main Idea is essential because:

a. It helps you gain an understanding for further subtle clues in the reading.

b. It helps you understand the point or object of the passage.

c. It helps you answer other questions that test critical skills.

The ability to find the main idea of a paragraph is a precursor to being able to summarize larger amounts of text.[28] The reader who has capability comprehending the text well, as well as, the reader has ability to identify and finding the main idea. It is indicating that they do not have problem to summarize or expand the text, because the reader has limitation as many as the reader comprehend the text. So, when the reader make a summary, the reader not out of the context.

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[26] Elzabeth Chesla, op.cit.p.11
[27] Klingner K. Janette et al op.cit.p.116
[28] Ibid

3. The Characteristic of Main Idea

a. Main Ideas are General.

The main idea of a passage must be general enough to encompass all of the ideas in the passage.[29] It means that main idea is all of point in each sentence then, the general point of text is main idea to envelop all of the idea.

b. Main ideas are assertion

A main idea is also some kind of assertion about the subject. An assertion is a claim that something is true. An assertion, therefore, needs to be supported with specific details or evidence.[30] In some text reading often the reader read text about fact or opinion, an assertion can be fact or opinion. The important one is specific ideas, facts, and details ought to be support the assertion. In the other words, the main idea makes general assertion that tells readers that something is true.[31]

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[29] Elzabeth Chesla,op.cit,p.12
[30] Ibid
[31] Ibid,p.13

4. The Type of Main Idea

a. Stated Main Idea

During the reader is reading a paragraph, the reader search the key idea in each sentence. By connecting the key idea, the reader know that each sentence aid to construct main idea from paragraph.[32] Main idea in a paragraph or text commonly has variant position, Otong setiawan state that the position of main idea as follows: 1) main idea in beginning; 2) main idea in the middle; 3) main idea in the end; 4) main idea in more than one sentences.

1) Main idea in beginning

> In many organizations, *perhaphs the best way to approach certain new projects is to assemble a group of people into a team.* Having a team of people attack a project offers several advantages. Firs of all, a group of people has a wider range of knowledge, expertise, and skill than any single individual is likely to possess. Also, because of the number of people involved and the greater resources tey possess, a group can work more quickly in response to the task assigned to it and come up with highly creative solution to problems and issues. Sometimes these creative solutions come about because a group is more likely to make a risky decision that an individual might not undertake. This is because the group spreads responsibility for a decision to all the members and thus no single individual can be held accountable if the decision turns out to be wrong.[33]

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[32] Djuharie Otong Setiawan, Extensive Reading Top-Down Reading, (Bandung: Yrama Widya. 2008) p.15

[33] Ibid

The main idea in paragraph above is perhaps the best way to approach certain new projects i to assemble a group into a team.

2) Main idea in the middle

Ecologist Dr. Barry Commoner says that ecology has not yet developed specific laws, as has physics. But he suggests four generalizations that have resulted from ecological research on ecosystems. These might be considered as informal set of laws of ecology. The four generalizations are 1) everything is connected to everything. This means, everything plays a part in the endless cycles of ecosystems. Too much stress at any one point in the ecosystems may lead to a collapse of the entire ecosystems 2) everything must go somewhere. This implies that there is no such thing as waste in nature. What is given off by one organism as waste is taken up by another organism as food. 3) nature knows best. This explain the changes having ecosystens that we have today. For every organic substance produced by a living organism nature has provided an enzyme capable of breaking down that substance. Nature takes care of all natureal materials, both organic and inorganic. 4) there is no such thing as a free lunch, meaning that all life in nature lives at the expense of some other life.

The main idea in this paragraph is *the four generalizations resulting from ecological research on ecosystems*

3) Main idea at the end paragraph

The health benefits of aerobic exercise are not as obvious as the health risk of cigarette smoking. Nevertheless, people who lead inactive livs, without much exercise, have been found to be at greater risk for heart disease and other illnesses. Research at Harvard and Stanford recently reported the studies as college students between 1926 and 1950 and then followed up periodically for many decades. The reseacher found that those men, who exercised regularly, even at moderate levels, lived longer than those who rate due to heart disease of the least active group was almost twice as high men and women who kept physically fit were much less likely to develop high blood pressure which may lead to heart disease than those who did not keep fit. Therefore, *to stay healthy, one should do regular exercise.*

The main idea in paragraph above is *to stay healthy, one should do regular exercise.* It means the writer make summary at the end of paragraph.

4) Main idea more than one sentence

For more than a century, *despite attacts by a few opposing scientists, Charles Darwin's theory of evolution by natural selection has stool firm. Now, however, some respected biologists are beginning to queston whether the theory accounts for major developments such as the shift from water to land habitation.* Clearly, evolution has not proceeded steadily but has particularly in the study of DNA. Provides us with a new possibility.not only environment change but also genetic code in the underlying structure of DNA could govern evolution.[34]

The main idea in paragraph above found more than one sentence. Even in first sentence stated about Darwin's theory stiil exist although many confrontation but few detail that show how exist it. The other details show how the other scientist show the fact that invalidate Darwin's theory.

b. Implied Main Idea

Sometimes the main idea is stated explicitly (as in the topic sentence) and other times it is implicit and must be inferred.[35] The writer hides the main idea. So, the reader cannot determine main idea

[34] Ibid
[35] Klingner K. Janette, et al, loc.cit

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directly. The reader needs doing observation to determine their passage.

When the main idea unstated clearly, when the writer imply the idea by all of information in paragraph, the idea mention implied. Implied main idea is the main that implied.[36] There is no topic sentence in a text when the main idea is implied, so to find the main idea the reader should be a ''detective''. The reader read carefully and finds the clues to aid finding the main idea..

> Good ideas often start with a really siy question. Bill Bowerman was making breakfast one day. As he stood there making waffle for his son, he wondered what would happen if he poured rubber into his waffle iron. So, he tried it and the result looked someting like the bottom of the most sports shoes we see literally laughed at. In fac, every single company turned him down. Though rather disapointed, Bowerman was determined and went on to form his own company, making NIKE athletic shoes.[37]

The main idea in paragraph above is the unexpected result of Bowerman's experiment. There is no sentences in above that stated about it because the writer implied the main idea.

5. The Difficuities to Identify the Main Idea

To determine main idea the reader must understand that the writer write because there are some important idea that writer convey to the reader.

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[36] Djuharie Otong Setiawan, op.cit, p.17
[37] ibid

Some reader often indecise to determine which one the main idea. Gerald G Duffy state that the main idea is very difficult to teach for four reasons : (1) main idea is sometimes contained in a topic sentence of a paragraph, most themes in stories, are implied by the author rather than stated explicitly. (2) the reader must look across several pages of text and, using the sum of the information provided and prior knowledge, predict the underlying message. (3) determining main idea is difficult to do because we seldom know for sure what an author's main idea is, or whether the author might have more than one main idea.(4) main idea thinking is difficult because it is tentative.[38]

In some problem, the reader face an ambiguity to determine what main idea is and what topic sentence in a text is. "Main idea" is often confused with "topic". In a book about locomotives, for instance, the topic may be "locomotives," but the main idea is what the author wants readers to understand is important about locomotives[39]. In short, main idea is not merely about a subject, main idea is whole point of a paragraph.

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[38] Gerald G.Duffy. *Explaining Reading. Second Edition* (New York: Guilford Press) p.138

[39] Ibid

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CHAPTER III

RESEARCH METHODOLOGY

This chapter focuses on delineation about the research method that applied in this research. It is include the explanation about the characteristic of research, data resources, data collecting technique, data analyzing technique and approach.

A. Type and the Characteristic of Research

According to C. Francies Rummel research is an attempt, discover, develop, and verify knowledge. Actually research is simply the process of arriving as dependable solution to a problem through the planned and systematic collection, analysis and interpretation of data.[1] This research is to analyze the difficulties of the students to identify the main idea in the reading comprehension. The type of this research that suitable to this research is qualitative. The research design of this research is a qualitative research in the form of field qualitative. Qualitative is research procedure to produce description data such as written or spoken and behavior research to understand the individual and the background.[2]

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[1] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics,* (India: New Age International Publisher, 2006), p. 1

[2] Ag Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing*, America Library Association (Yogyakarta: Graha ilmu,2006), p.219

The some characteristics of the qualitative research as John W Craswell suggest are[3]; 1) qualitative research take place in the nature setting. To conduct the research the researcher collects the information from the site of the participant as the one of data source; 2) Qualitative research uses multiple methods that are interactive and humanistic. In this research, the researcher conducts a research use interview and documentation; 3) Qualitative research is fundamentally interpretative. The researcher makes description of an individual, analyzing the data, and then making interpretation or drawing conclusion about the data; 4) Qualitative researcher view social phenomena holistically. It is explaining that the qualitative researches see as broad and panoramic view. 5) The qualitative researcher adopts and uses one or more strategies of inquiry as a guide for procedures in the qualitative study. In qualitative research enable use one or more than one strategies, it is matched with our research.

In this research the researcher used a case study. A case study is including of qualitative approach. A case study is the intensive study of a phenomenon.[4] In case study the phenomena will analyze in depth. Likewise in a case study, Stake (1995) said that the researcher explore in depth a program an event, an activity, a process, or one or more individuals then the researcher collect detail information use a variety of data collection

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[3] John W. Creswell, *Research Design Qualitative Quantitative and Mixed Methods Approaches,* (America: Sage Publications, 2003), p 181

[4] Yogesh Kumar Singh, *op cit* p 147

procedures that support the research.[5] This research also used to understanding the case that makes the researcher interest, such as success or fail in study program.[6]

To conduct the research the researcher selects ten students of SMA N 1 Labuhan Ratu 1 as the participant.

B. Data Resource

According to Saifuddin Azwar, the research data classified into primary source and secondary source. [7] The primary source is data source that provides to the resecher directly such as interview and observation. The secondary source is data sourse that provides the data to the reseacher indirectly such as documentation and archive. The primary resource of this research will be taken by interview and then the second resource is students' documentation. To conduct the reseach the researcher will choose ten students.

C. Data Collection Technique

In the qualitative research, the researcher, as the main instrument of the research, need the methods to make the data valid. To collect the data the researcher used some instruments. Therefore, the researcher offered instruments in collecting the data are as follows:

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[5] John W, Creswell, *op cit.*p15
[6] Ag Bambang Setiadi, *op,cit,*p. 229
[7] Saifuddin Azwar, *Metode Penelitian,* (Yogyakarta: Pustaka Pelajar, 1997), p. 36

1. Interview

In interview, the researcher conduct meeting with students as the participants. The researcher employs face to face interviews to get the information from the participants, give questions about reading comprehension, their comprehension about text reading and the difficulties that students face when identify main idea. The result will be getting from the responds about the questions. From interview the research will get information directly about the difficulties that students face when identifying main idea of a text in reading comprehension. To conduct the interview the reaseache choose open ended question. This type questions are ones that require more than one word answers. So that result will be evident.

2. Documentation

The researcher collects the data by teacher's document. The documents such as: students value and students work sheet. By teacher's documents the reseacher inquisitive the students' answer and value when asking question about reading comprehension especially in identify main idea. From the data the researcher will get information by analyze the data. Documentation also uses to be the evidence written of the research. The advantages use documentation is this data source is relatively scientific data and easy to get.

It is not reactive so that the subject cannot hide something from the researcher[8].

D. Data Analysis Technique

In this part, the researcher will apply ways to analyze the data. There are some steps to analyze the data by John w. Creswell as follows:[9]

1. Organize and prepare the data for analysis. It means that arrange a transcript interview, scanning the material, typing up field notes, sorting and compose the data into different types depending on the sources of information should conduct the researcher before and after conducting the research.
2. Read through all the data. Comprehend all of the data necessary for the researcher to get the clear information and conclusion from the data.
3. Begin detailed analysis with a coding process. The researcher take a data or picture, segmenting sentences or image into categories and labeling categories with a term based on the actual language the participant.
4. Use the coding process to generate a description of setting or people as well as categories or themes for analysis.
5. Advance how the description and theme will be represented in qualitative narrative. It means that description use narration make easy transferring of the analysis.

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[8] Ag. Bambang Setiyadi op,cit p. 249
[9] John W, Creswell, *op.cit* p.191

6. In final step in data analysis involves making an interpretation or meaning of the data. After finishing the research then collect the data, the researcher make an interpretation based on the data that they get.

E. Approach

To conduct this research the reseacher uses qualitative research. Qualitative research focuses on analyzing the data and finally making conclusion about the data. The approach in this research is case study. ''Case study is method of exploring and analyzing the life of a social unit-be that unit a person, a family, institution, culture group, or even an entire community.'' [10] the case study is used to give delineation about phenomenon in real life.

The process for conducting case study research Plan commonly have some steps as follows :

1. Determine reseach focus and problem formulation.
2. Determine the case, ways of data collection technique and data analysis technique.
3. Prepare the instrument of data collection.
4. Collect data
5. Evaluation and analysis data
6. Write report[11]

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[10] Yogesh kumar singh,, *op cit* p 148
[11] Ag Bambang Setiadi, *op,cit,*p.290

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CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research Location

In this part the reseacher want to share about the condition of school namely history of school, geograpical of school, and building condition of school as a general description to complete the data.

1. The History of SMA N 1 Labuhan Ratu

SMA N I Labuhan Ratu is located on Jl. Sutan Liyu Km 02, district of Labuhan Ratu, East Lampung. Akreditation of this shcool is B. On the area 20.813,57 m^2, this school was established on 2005.

Since it was established the leader headmaster of the school had been changed as follow: Suwarti, S.Pd (2005-2006) and Drs. Suhartoyo (2007-Now).

2. Building Condition and School Facilities

In the first years, the fasilities of this school still lack, Firstly this school just have two units building, the one as office room and the other one as learning room that consist of two classroom, it's means that the students have to divided in two times (double shift).

As the only one state senior high school in Labuhan Ratu. this school develop quickly. To support the learning programe SMA N 1 Labuhan Ratu attempt to complete the fasilities such as: laboratorium of technology and information,

laboratorium of fisica, laboratorioum of chemistry, laboratorioum of biology, library, a small mosque, fasilities of sport, UKS, cafetaria, hotspot

3. The Total of the Students at SMA N I Labuhan Ratu

The number of tenth grade students of SMA N labuhan ratu 179 students that divided into 6 classes namely X^1, X^2, X^3, X^4, consists of 32 students, X^5 consists of 26 students and X^6 consist of 25 students.

The number of eleventh grade students of SMA N I Labuhan Ratu 156 that divided into 5 classes. 2 IPA class namely XI IPA^1 consist of 30 students and XI IPA^2 consist of 32 students and 3 IPS class namely XI IPS^1 consist of 32 students, XI IPS^2 consist of 32 students and Xi IPS^3 consist of 30 students.

The number of twelfth grade students of SMA N I Labuhan Ratu 92 that divided into 3 class namely XII IPA^1 consist of 29 students, XII IPS^1 consist of 31 students and XII IPS^2 consist of 32 students.

4. The Vision and Mission SMA N I Labuhan Ratu

a. Vision

Realization a religious graduate, achievement, skillful and care with environment.

b. Mission

1) Developing culture of bashful, progress and discipline,

2) Implement effective and efficient in learning prosess,

3) Increasing discipline of the big familly SMA N 1 Labuhan ratu

4) Equip infrastructure to increase servise quality

5) Increasing students achievement

6) Increasing students' creativity to aim national standart school.

7) Increasing teachers' professionalism to availability the material in each subject.

8) Develop facility and network to learning process, administration and comunication.

9) Implement KTSP appropriate with necessities and potential

10) Increasing 7K program to realization clean and beatiful school

B. General Description of Research Data

In this part, the researcher describes the data that used as primary source and secondary source. The reseacher gotten the data by documentation and interview result.

Answer this question.

Bees are flying insects closely related to wasps and ants, and are known for their role in pollination and for producing honey and beeswax. There are nearly 20,000 known species of bees in nine recognized families though many are undescribed and the actual number is probably higher. They are found on every continent except Antarctica, in every habitat on the planet that contains insect- pollinated flowering plants.

Bees have a long proboscis (a complex "tongue") that enables them to obtain the nectar from flowers. They have antennae almost universally made up of 13 segments in males and 12 in females, as is typical for the super family. Bees all have two pairs of wings, the hind pair being the smaller of the two; in a very few species, one sex or caste has relatively short wings that make flight difficult or impossible, but none are wingless.

The smallest bee is *Trigona minima*, a stingless bee whose workers are about 2.1 mm (5/64") long. The largest bee in the world is *Megachile pluto*, a leafcutter bee whose females can attain a length of 39 mm (1.5"). Members of the family Halictidae, or sweat bees, are the most common type of bee in the Northern Hemisphere, though they are small and often mistaken for wasps or flies.

1. What is the text about?

2. What is the main idea of paragraph one?

3. Which of the suporting detail of paragraph two?

4. "They are found on every continent except Antarctica,..." The word "they" refers to ... .

5. The main idea paragraph two is?

Std 1 answered question number 1 with the answered bees, answered number 2 was bees are flying insects closely related to wasps and ant. Answered question number 3 was bees have two pairs of wings. Answered question number 4 was bees and then Answered question number 5 was physical appearance bees.

Std 2 answered question number 1 was about bees, an answered the question number 2 was habitat of the bees, species bees, and sciens. Question number 3 was Bees all have two pairs of wings, the hind pair being the smaller of the two; in a very few species, one sex or caste has relatively short wings that make flight difficult or impossible, but none are wingless. Question

number 4, she was answered bees, and live bees, physical bees was she was answer for question number 5.

Std 3 Std 1 answered, question number 1 was about bees, question number 2 was habitat bees, question number 3 was a long proboscis, they have antennae almost universally made up of 13 segments in males and 12 in females, as is typical for the super family. Bees all have two pairs of wings, the hind pair being the smaller of the two; in a very few species, one sex or caste has relatively short wings that make flight difficult or impossible, but none are wingless. Question number 4 she was answered bees, and then question number 5 she was answered is physical bees

Std 4 answered the question number 1 with the answered bees. An answered the question number 2 was species and habitat bees An answered to the question number 3 is bees have a long proboscis (a complex "tongue") that enables them to obtain the nectar from flowers. An answered to the question number 4 was bees in nine recognized families. An answered to the question number 5 was describing physical appearance bees.

Std 5 answered the question number 1 with the answered bees. An answered to the question number 2 was species of bees and habitat bees. An answered to the question number 3 was bees all have 2 pairs of wings the hind pair being the smaller of the two one sex or caste. An answered to the question number 4 was bees in nine recognized families. An answered to the question number 5 was live in bees.

Std 6 answered the question number 1 with the answered that number 1 was about the largest of bees. Std 6 answered question number 2 was the species of bees. Std 6 answered question number 3 was bees have long proboscis that enable them to obtain the nectar from flower. They have antenae almost universally mad up of 13 segment in males and 12 in females, as was typical for the super family. Bees is the answered by std 4 for question number 4. The answered to question number 5 was bees all have two pairs of wings.

Std 7 replay the question number 1 with the answer bees. An answered to the question number 2 was population of bees. An answered to the question number 3 was bees all have two pairs of wings, the hind pair being the smaller of the two, in a few species, one sex or castle has relatively short wings that make flight difficult or impossible, but none are wingless. An answered to the question number 4 was bees. An answered to the question number 5 was the physical appearance bees.

Std 8 answered the question number 1 is the species of bees. An answered to the question number 2 was habitat of bees. Bees have a long proboscis that enable them obtain the nectar from flower was the answered by std 8 for the question number 3. An answered to the question number 4 was bees. An answered to the question number 5 was about the bees.

Std 9 anwered the question number 1 was bees. An answered to the question number 2 was bees are flying insect. An answered to the question

number 3 was bees all have two pairs of wings, the hind pair being the smaller of the two, in a few species, one sex or castle has relatively short wings that make flight difficult or impossible, but none are wingless.An answered to the question number 4 bees. An answered to the question number 5 the bees have long proboscis.

Std 10 answered the question number 1 was bees. An answered to the question number 2 was bees are flying insect. An answered to the question number 3 was bees have long proboscis that enable them to obtain the nectar from flower. They have antenae almost universally mad up of 13 segment in males and 12 in females, as is typical for the super family. An answered to the question number 4 was bees. An answered to the question number 5 was bees have long proboscis.

Based on the students' answer above showed that std 1, 2, 3, 4, 5, 7, 8, 9, and 10 to answered the question number one has true answered except std 6 that have dissimilar answer, std 6 answered that the text was about the largest bees whereas was not talk about the largest bees pervasively. To the answered number two std 2, 3, 4, 5 had same respond to answered std 7 had diferent answer but the answer was not true, std 1, 6, 9, 10 had different answered and the true one to answered question number 2 was std 1, 6, 9, and 10 the answered was bees are flying insect because this statement covering all the point. To the other students guess that main idea in paragraph one had positioned in the last sentence of first paragraph one it was detect from their

answered. For the question number 3 from std 1 till std 10 did not have big problem to answer evenly. Just std 1 did not complete answer. To question number 4 all std had same respond to answered. To the last question std 1, 3, and 4, had same answered and std 2 and 5 have same opinion to answered the question.Std 7 did not answer the question. Std 6, 8, 9, and 10 students think that main idea in second paragraph exist in the first sentence. It can be concludeed that some students' answered to the questions in there are in text they had right answered, but to face the implicit question, they were false answered. To answered the question about main idea only one students that had true answered. The main idea of the text is the physical apearance of bee.

To get deeper reseach the researcher conducted interview toward ten students of the tenth graders class on Desember 13th, 2013. The interview includes 10 questions related to reading especially about main idea.

The first question was do you like reading? Why? Several respond by the students as follow: std 1 her answer was yes I like, because reading could train the reader found new word, the more text reading they read the more we found new word. The more she had new vocabulary to memorize. Std 2 said that she like reading because she get knowledge from text reading. Std 3 stated that she like reading, this statement similar with std's 1 statement because she like found new word then translete the word so, she could memorize much vocabulary. Std 4 stated that she just like reading, no clear

reason to express why she like reading. Sdt 5 stated that she relishing made the students ambiguity reading although occasionally she did not comprehend what about she read but she curious to know because, reading is way to obtain knowledge. Std 6 said that she was happy when read a book, she like reading. Std 7 state that reading is my hobby, by reading she believe that she be able to know the world. The respond of std 8 that std 8 like reading, although sometime difficult to understand the meaning. Std 9 just said that she like reading. Std 10 stated that she like reading especially fiction book.

The second question was about they feeling in reading class most of them enjoy in reading class even tough the condition in the class sometimes noisy so that it couid be able to distrub their consentration.

The third question was" what kind of text do you like it?" most of the students said that the kind of text that they like was narrative text. Only std 5 said that she like procedure text.

The fourth question was about their difficulties usually found in reading. Std 1 express that reading was very difficult because among word and pronunciation was different so it's hard to compare what about they listen and what about the right syllable. Std 2, till std 10 have same opinion they said that they have low vocabulary so that they did not understand the text well.

The fifth question is ''is reading English text difficult for you? Why? All the participants have similar answered that reading English text is difficult if they did not understand the meaning of the text.

The sixth question is "when you read a text do you understand what the writer means?" Std 1 said that it was depend on kind of text that she was read, if the text is familiar, she thought is easy to comprehend. But if the text is unfamiliar she thought it's so hard to understand because she did not has imagination to help herself to speculate what the writer means. Std 2 answered that she understand but it is related to our mastery in glossary. Std 3 stated that our vocabulary was influence our comprehend of the text. Std 4 said that sometimes she understand, but sometimes she cannot understand even just guess the purpose of the text. Std 5 told that similar with std 3 that our vocabulary was influence our comprehend of the text. Std 6 said that actually she could not understand the whole meaning of the text but she just guess by the clue of the text. Std 7, and std 8 said that they could understand well if the word of the text unfamiliar. Std 9 and std 10 stated that sometimes they misunderstand the text.

The seventh question is " what do you know about main idea?". Std 1 answered the definiton of main idea, main idea is main idea whithout clear definition. Std 2 said that main idea is the idea that we get from the text that we read. Std 3 stated main idea is the point of the text. Std 4 told that she did

not understand about main idea. Same with std 4, std 5 answered that she was not understand about main idea previously. Std 6 said that main idea is the topic that discussed. Std 7, and Std 8 mentioned that main idea is theme. Std 9 and std 10 stated that main idea is main point of the paragraph.

The eighth question is" can you determine the main idea?". All participants said that they cannot determine the main idea well because they still confused to understand the text.

The ninth question is asked about their ways to determine main idea in a test. Std 1 respond that to determine main idea she usually read the first sentence and the last sentence of the paragraph and then compare which one the general statment and wich one the specific statement. Std 2 respond that to found the main idea she ussually suppose based on the title. Std 3 answered that to answered the question about main idea she read all of the text then reread again and make a conclution about the text. Std 4 said that commonly the questions about main idea in multiple choice form, so she read the text and she seen the multiple choice and then select which one in the multiple choice that has related to the text, that's the main idea. Actually when she determine the main idea of the text she was not certain but when she look at their estimate there were in the muitiple choice she feel confident to answered that's the main idea. Std 5 answered that to multiple choice question to determine main idea of the text she read all of the text then look at the words

that similar in a text and compare the words in the multiple choice. Std 6 and std 7 said that they look at the first or the last paragraph. Std 8 stated that she look the word that dominant in the paragraph. Std 9 and std 10 have similar way to determine the main idea that is just read and re-read again the whole of the paragraph.

The last question is" is determine main idea difficult for you? Why?" std 1 answered that determine main idea was difficult because she has low vocabulary so that she can't understand well about the text. Std 2 stated that to determine the main idea she still difficult because she doubt to different main idea and topic of the paragraph. Std 3 stated that sometime she could determine but sometimes to determine the main idea she must think harder because it's depend on how much our vocabulary that we have, included of the way to determine main idea. Std 4 said that, she could not determine the main idea because she difficult to undertand the text so, she cannot found the main idea. Then student 5 respond that it so hard to determine mian idea because in a text consist of main idea, theme, suporting details and topic that is make she ambigu to determine main idea. Std 6 said that sometime she found the implied main idea of paragraph and it was made she could not identify main idea directly. Std 7 and std 8 said that she could not determine the main idea well because she could understand the meaning. Std 9 state that

she feel difficult determine because sometime the main idea of the paragraph implied. Std 10 said that she could not understand the text well.

Based on the result of interview it can be concluded that the students had difficulties in reading especially in case of determine main idea. Most of students just know the meaning of the main idea is main point of paragraph. The students did not have deep comprehension about the main idea. They were less comprehension on the understanding meaning and lack of the vocabulary. So many variant questions asked about our comprehension of the text made the students fell ambiguity such as determine topic, and main idea and suporting detail of the text. There were not deep explanations about how to determine main idea made the students unclear to understand main idea so, the students difficult to found main idea.

C. Reasearh Analysis

1. Dificulties to Determine Topic

In a structure of paragraph consist of topic, main idea and supporting details. Without these elements the paragraph is incomplete. So, it is the important thing that must comprehended by students to easy to identify the structure of the paragraph. At least students capable to differentiate among topic, main idea and suporting details. it is be able to indicate that the students have good comprehend what about the text that they read.

A topic became crucial point because by the topic the writer is able to broaden their ideas into written language. Discover the topic is to aid the students to detect the writer's main point about that topic. Identify the topic easier than grasping the main idea. Students could answer the question about the topic successfully.

Identify the topic is the first thing that must be able to do by the students to get the main idea of the paragraph. In a paragraph, topic is about overall subject of the paragraph. Topic as about subject speech it has characteristic that it always spoken repeatedly and then, by asked our self about whom or what in a text reading it can aid to guess the reader or the students to find the real topic.

The difficulties to identify the topic faced by the students are sometime in a text consist of more than one subject its make the students must think hard to decide which one the subject that more dominan to became the topic. The students often confuse to differ topic and main idea. In some case the sudents assume that topic is main idea or conversely.

Based on the result of students' answer, the frequency of answer topic was 36 %, it is indicate that to identify the topic of the text is not a big problem for students. Most of students be able to answer well although there were the students that cannot answer it. It is because the contents of the text just talk one subject, so the students can guess directly about the topic. On the other hand, the students that cannot answer it seen that the students think that

topic and main idea is simillar so that, the students deceived. Then based on interview's answer detected that in some case the students doubtful to distinguish which one the main idea and which one the topic. Actually the students have not deep understood about topic. When they answer the question, they only knew that topic is something that always talk by the writer.

2. Dificulties to Determine Main Idea

Every paragraph has a main idea. The Main idea is the most important piece of the paragraph of the writer's mind into written language to convey what the writer wants. Main idea is a general statement or point that wants to transfer to the reader by the written language. The main idea provides the message or argument that being made about the topic. To transfer the writer ideas, sometimes the writer announces the main idea at the beginning sentences, in the middle, and at the end sentences.

In some case the writer put the position of main idea as explicitly in the paragraph. It be able to make students cannot answer well because the students must read the whole of the text and understand the text well to speculate what the writer means. It was made the students need long time to answer the question The position of main idea is tentative, there were in the first sentence, in the end and there are in the midle. So the students must read and reread then decide that its main idea. Main idea in the first paragraph its

means that in the first paragraph the author present the main idea in introduction of paragraph. The main idea in the midle often after a paragraph or two which may be used to engage the reader or to provide background information. The main idea at the end paragraph its means that at the end paragraph ussually the author put the conclution based on the specific information of the paragraph.

Based on the result of students' answer, the frequency of state main idea was 16 % and implied the main idea was 12 %. It is shows that identify state main idea is more difficult than identify state main idea. To identify state main idea students have three probabilities to found the main idea such as: in the first, middle and at the end. Its to make easier the students than found implied main idea. Basically, identify state main idea for the students still difficult too. This evidenced by students' answer that the students still wrong to identify the main idea.

Besides that, the result of interview indicate that the comprehension of the students about main idea still low. The students could not interpret main idea well. It is impact to their capability to understand and determine the main idea. Morever, Some the students still difficult to differentiate structure of paragraph such as: topic, main idea and suporting details. they didnot have deep comprehension about it. So, when the students detemine which one the main idea, the students just guess it.

3. Difficulties of the Supporting Details

Supporting details help the reader to better understand the main idea. Supporting details tell the reader about the more information about the topic. Supporting details is a piece of paragraph that has filled the addition about the information that supports the topic. Supporting details is the specific information that clarifies an idea in a topic sentence for the students.

Supporting details is describing, defining, and explaining about the topic sentence or main idea, so that the reader obtains the clear information of the text. The location of supporting details usually comes after the main idea and sometimes stated in the first paragraph before the main idea.

Generally, to identify the suporthing details of the paragraph the students did not face big problems, this is evidenced by 36 % students be able to answer that question well. the difficulties to identify suporting details comonly are the students think that the paragraph just have one suporthing detail, then the students think that the suporting detail as general statement.

4. Ways to determine the main idea

Based on the topic the writer usually develops their ideas. Commonly the ideas that transfer to the reader stated as main idea. Main idea stated explicitly in the first paragraph, in the middle and in the end paragraph. But in some case the main idea stated implicitly.

The easy ways to foud the main idea are read the first sentence and read the last sentence and then compare which one the general statement and which one the specific statement, usually, the general statement is the main idea. Main ideas are often found at the beginning of paragraphs. A lot of sentence in the first sentence often explains the subject. The subject that being discussed be able to a hint. Main ideas were also found at the end sentence as conclusion sentences of a paragraph. In this case the main idea as summation of the information in a paragraph, it's seen that at the end sentences in general form.

Identify implied main idea more difficult because, the students must think harder to know what the writer means. There were several ways to aid the students to identify the main idea such as: by introducing facts about the topic before actually stating the topic several sentences in a paragraph can imply the main idea. Identify the topic firstly make easier to understand what about the writer means.

5. Understanding the Meaning

Reading without understanding is useless. In the process of reading is not merely read a text, there are transfer knowledge from the writer to the students by reading. One of the goal of reading is the students be able to understand what about they read. How could the students acquire the information if the students could not understand the meaning?

In the process of understanding meaning comes from how much vocabulary that the students memorize and how the students can used their prior knowledge. The frequency the students found the word in a text help the students to guess the meaning easily. More often they found the word more accustomed to recognize the word quickly.

6. Lack Vocabulary

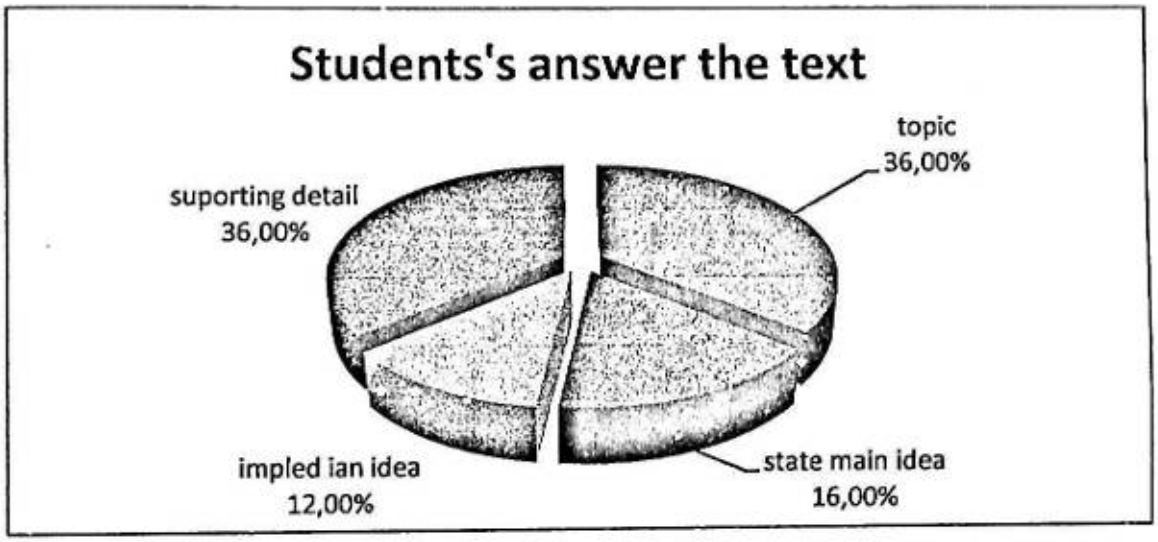
All the words in particular language that the student knows and utilized to communicate are vocabulary. In every aspect of language always use vocabulary such reading, speaking, listening and writing.

The observation showed the students that have much vocabulary easier to understand the meaning and answer the questions. It was contrary for the students that have lack vocabulary. In this case, for the students that has lack vocabulary seemingly slothful and uninterested to answer the questions. Moreover, seen they need long time to answer the question then lazy to follow the activity and unattractive.

Mastering English as foreign language depend on numerous of vocabulary that the students capable to memorized. More of the students memorized much vocabulary the more the students are able to have full understanding the reading text. One way to obtain much vocabulary is through reading. By reading the students enable to discover new words. By reading the

students have opportunity to memorize the words and the students curious to know the meaning of the text.

Following descriptions above, the researcher present chart in pie form to easier the reader view the data.



From the grafic above, it can be concluded that the frequency of students' difficulties to identify the main idea as follow:

a. The frequency of studnets' answer topic was 36 %
b. The frequency of students' answer state main idea was 16 %
c. The frequency of answer implied main idea was 12 %
d. The frequency of students' answer suporting detail was 36 %

The result of this analysis describes that the students can determine the suporting deatil more easily. The students be able to identify suporting details more. To identify the topic of a text some students incorect because students

cannot differ main idea and topic well. Although the frequency students' answer the topic more easy compare with students' anwer about the main idea. When any question about the topic the student guess that topic and main idea similar. Whereas the topic is talk about the subject only and the main idea more general. There are two type main idea namely state main idea and implied main idea. State main idea consist of the main idea in the first paragraph, in the middle and at the end paragraph.

Main idea in the first paragraph showed that to convey the ideas, the writer present the general statement in first sentence. Majority the writer state main idea of text in the first paragraph, it was to make easier the students to determine the main idea because the students only read in the first sentence, then the students be able to guess that the position of main idea in the first paragraph directly. the location main idea in the middle of paragraph state by the writer. Ussually, the writer present some information as background of the information before the writer convey what the writer means. In this case the students should recognize the text well and compare it. The position of main idea at the end paragraph its means that the text preceded the specific information, the writer purposely began the text with show the specific information and then at the end paragraph the writer present main idea as conclusion.

In fact, The understanding of the students about the structure of paragraph such as: topic, main idea, and supporting details stili low. The

students cannot differ clearly about it. any students that cannot guess the main idea well altought the writer write the general statement clearly. In this case, Its depend on the understanding of the students about a text. The understanding of students to affect their analysis of a text. The deeper the students understand the meaning the easier the students to find main idea beside that, most of the students cannot determine implied main idea. To identify implied main idea the students must think harder to speculate what the writer means and its need long time. The students cannot interpret what the writer means and the students still assume that the main idea always in the first or at the end paragraph.

Beside that the vocabulary mastery is crucial component to help the students understanding the text to find the main idea. One of the factor thc students cannot identify the main idea is the students lack in vocabulary. Many students cannot understand a text because they have less vocabulary it is affecting to their understanding meaning, impact the students cannot identify main idea well.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, the researcher would like to conclude this research as follows:

1. To identify the main idea std I did not had difficulties to identify the main idea in paragraph, std I had good understand about the text.
2. To identify the main idea, std 2 had difficulties such as: Std 2 had lack vocabulary so that, she could not understand meaning of the text well. The effect is the std 2 could not determine main idea well.
3. The difficulties of Std 3 was to identify the main idea namely:, std 3 had problem in way of determine main idea. Std 3 did not understand how to determine the main idea. So, when she determine main idea she just guess it.
4. The difficulties of Std 4 to identify the main idea namely: Std 4 did not understand about main idea well. She did not have deep comprehension about main idea.
5. The difficulties of Std 5 to identify the main idea namely: same with std 4, Std 5 did not understand about main idea previously. So that, to identify state and implied main idea she still difficult.

6. The difficulties of Std 6 was to identify the main idea namely: actually when she read a text, she could not understand the meaning. So that, when she identify the main idea, she just guess by te clue of the text.
7. The difficulties of Std 7 was to identify the main idea namely: she still had problem in understanding meaning, if she found unfamiliar word, she could not identify the meaning of a text so that, to identify the main idea she still difficult. But, when she understand the meaning of the text she feel easier to identify the main idea.
8. The difficulties of Std 8 to identify the main idea namely: Std 8 had same characteristic with Std 7. When she understand the meaning of the text she feel easier to identify the main idea.
9. The difficulties of Std 9 to identify the main idea namely: Std 9 easier identify stated main idea than implied main idea.
10. The difficulties of Std 8 to identify the main idea namely: Std 10 had lack vocabulary so that, she difficult to understand the text and the impact is she could not identify the main idea.

Based on the fact above it can be conclude that the students' difficulties on analysis the main idea at the tenth graders class of SMA N 1 Labuhan Ratu in the Academic Year of 2013/2014 are the students confiused to differentiate topic, main idea include state and implied main idea, and supporting details, the students did not understand the real way to

determine the main idea, the students have less in understanding meaning,and they lack vocabulary.

B. Sugesstion

finished this research, the researcher would like to constructively give suggestions as follows:

1. For the Teacher

a. In the learning process the teacher should acquaint the students to find new words in the text and give the asigment to memorized the word in order the students accustomed to remember the words so, the students be able to mastering the vocabulary.

b. The teacher should give clear explanation about the stucture of paragraph such as main idea, so that the students have deep understanding about main idea.

c. The teacher should give motivation to the students in order to the students have high motivation to learn more.

2. For the Students

a. The students should enjoy in learning process, so that the students can pervade the whole of information.

b. The students should knows the similar words in the text reading so that they not miss understand meaning.

c. The students should enlarge reading english text in order to the students interested to find new word and memorized it.

d. Te students should have deep understanding about main idea so that they can analized easyly

3. For the Next Reasercher

The next reasecher should have deep comprehension what about their reaserch, so that they be able to give deep interpret what their reasech.

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