DESCRIPTIVE STUDY OF STUDENTS' DIFFICULTIES IN IDENTIFYING MAIN IDEA IN DESCRIPTIVE TEXT

(A Study Conducted to Eighth Grade Students of SMP Nuraida Islamic Boarding School)

A Paper

Submitted to the English Language Education Study Program Faculty of Teacher Training and Educational Sciences Pakuan Univesity as a Partial Fulfillment of the Requirements for the *Sarjana Pendidikan* Examination

By:
Gina Anggia Wildan
031112085

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APPROVAL SHEET

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Islamic Boarding School)

Approved by:

Supervisor I

Drs. Deddy Sofyan, M.Pd
NIP. 19560108198011001

Supervisor II

Lungguh Halira Vonti, M.Pd
NIK. 112.110.52564

Dean of FKIP
Pakuan University

Drs. Deddy Sofyan, M.Pd
NIP. 19560108198011001

Head of English Language
Education Study Program

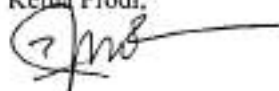Mursidah Rahmah, M.Pd
NIK. 1.0903032435

FORMAT PERBAIKAN SKRIPSI

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

FKIP – UNPAK BOGOR

Nama : Gina Anggia Wildan

NPM : 031112085

Judul : Descriptive Study of Students' Difficulties in Identifying Main Idea in Descriptive Text.

Tanggal Ujian: ....

Komponen Perbaikan	Tanda tangan Penguji
	Penguji, Mursidah Rahmah, M.Pd Tanggal : ....
	Penguji, Asih Wahyuni, M.Pd Tanggal : ....
	Penguji, Istiqlaliah Nurul Hidayati, M.Pd Tanggal : ....

Mahasiswa ybs,

Gina Anggia Wildan

Bogor, ...
Mengetahui,
Ketua Prodi,

Mursidah Rahmah, M.Pd.
NIK. 1.0903032435

DECLARATION

I hereby declare that the paper entitled 'Descriptive Study of Students' Difficulties in Identifying Main Idea in Descriptive Text' is completely my own work. I am fully aware that I have quoted some statements and ideas for many resources. All quotations are properly acknowledged in the text. Should there be my claim on the original of this paper, I would be prepared to take any legal responsibility.

Bogor, June 2019

Gina Anggia Wildan

PREFACE

Alhamdulillaahil-ladzii bini' matihi tatimmush-saalihaat, all praise and thanks are only for Allah *Ta'ala*, the One who, by Allah's blessings and favor, the writer's paper entitled, '**Descriptive Study of Students' Difficulties in Identifying Main Idea in Descriptive Text**' has accomplished.

The paper is written to fulfill one of requirements for the *Sarjana Pendidikan* examination at the English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

In writing this paper, the writer realizes that it is still far from being perfect, but she has tried to do her best in completing it. However, perfection only belongs to Allah *Subhanahu wa Ta'ala.* Therefore, all the criticism and suggestions are needed for better papers in the future. She also hopes that this paper can be useful for the writer and readers.

Bogor, June 2019

The writer

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ABSTRACT

Reading is an important role in developing knowledge. Through reading students can absorb information, experience, and ideas provided in books. Main idea is the most important in a paragraph or passage. Unfortunately, many students still have difficulty in identifying main idea. This research is conducted to find out what students' difficulties identifying main idea in descriptive text are. This research conducted at SMP Nuraida Islamic Boarding School to eighth grade students. In this research qualitative approach and descriptive method were used. Purposive sampling was used to take the sample. Nine students were taken as the respondents. The data were collected through documentation, questionnaires, and interview. The result was the students are not able to read for meanings and read for ideas, difficult to comprehend text with difficult words and phrases, and lack of strategy to find out main idea.

Keywords: Reading Comprehension, Main Idea, Descriptive Text

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is an important role in developing knowledge. Through reading students can absorb information, experience, and ideas provided in books. Afflerbach (2007: 27) says that reading includes the ideas that we read to construct meaning and that we must use particular strategies and skills to do so. It is a complex process that involves skill, strategies, and prior knowledge.

The purpose of reading is to comprehend the text. According to Cooper (1986: 11), comprehension is a process in which a reader may create meaning by interacting with the text. When reading, a reader should have knowledge about understanding the reading passage. Thus, in reading the reader needs the comprehension.

The writer's did a pre-observation to former ninth grade students' in SMP Nuraida Islamic Boarding School, they faced problem when identifying main idea in descriptive text in National Examination last year. The students found difficulty in understanding a paragraph or passage because they did not understand that main idea is used to express the writer's message. According to Davenport (2007: 61) identifying main idea, main point, author's purpose or alternate title for the passage is one of common things found in reading comprehension. Main idea is important for students to comprehend a paragraph. Therefore, the researcher is

interested in finding out the students' difficulties in identifying main idea in descriptive text.

B. Reason for Choosing the Topic

The ninth grade students of SMP Nuraida Islamic Boarding School have been taught about how to identify main idea in paragraph in the third and fourth semester in eighth grade. However, the result of their National Examination preparation showed that more than 50% of students answered incorrectly in finding main idea of a passage.

The writer's did a pre-research observation in one class of ninth grade students, the common problem in finding main idea is lack of interest toward reading and lack of vocabularies.

The writer's reason for choosing the topic is to investigate the students' difficulties in identifying main idea in descriptive text. Moreover, the causes will be studied.

C. Aim of the Research

The writer has an aim in conducting the research; the writer wants to investigate the students' problem in identifying main idea in descriptive text.

D. Statement of the Problem

There are so many difficulties that can be faced by the students in identifying main idea in descriptive text. Furthermore, those difficulties can

influence students in identifying main idea in descriptive text. As a result, the statement of the problem of this research is "What are students' difficulties in identifying main idea in descriptive text?"

E. Research Focus

The research focuses on the difficulties faced by the students of the eighth grade in SMP Nuraida Islamic Boarding School. The genre of the text that will be used is descriptive text.

F. Operational Definition

Students' difficulties : It refers to the state of being hard to do, deal with, or understand in a learning process faced by students.

Identifying main idea : It refers to an activity to finding information that tells more about the overall idea of a paragraph or section of a text.

Descriptive text : It refers to a text which list characteristics of a person, place, thing, or describing living and non-living things such as plant, animals, building, plane, etc.

G. Research Significance

The study of the research about "Descriptive Study of Students' Difficulties in Identifying Main Idea in Descriptive Text" has to be done because

it has the advantages for the students. It is expected that the result will help the students in identifying main idea in a descriptive text.

CHAPTER II

THEORITICAL FOUNDATION

A. Students' Difficulties

1. Definition of Students' Difficulties

In teaching and learning process, the students usually have difficulties in learning process, Djamarah (2002: 21) states "Learning difficulty is a condition in which the students' cannot learn normally, due to treats, challenge or obstacle in learning." Students' difficulties are the situation or fact being difficult or something that is difficult, as hard problem or an obstacle that are faced by the students.

However, a difficulty in learning process can be one of steps to make the students learn more. When the students learn about how to resolve a problem, they can find out the way to catch the material or purpose. According to Duncker (1945), says that a difficulty occurs when someone has a goal, but she or he does not know the way to achieve it. The students sometime still do not know the method which can be used to reach an aim is the difficulty. It means the students still get the difficulties when they want to seize the learning target. Thus, the students have to find out the proper way to get the aim in every stage of learning process.

The difficulty can occur when the students confront a trouble such as in their comprehension in learning context. Barge Scott (2010) states the

difficulty is the starting point directing the students' learning in a context. It means that the common obstacle in learning context is caused by a problem that is experienced by the students.

In a relation to the interpretation of a difficulty, a difficulty can be occurred when someone discovers a complicated question and situation. As reported by Kantowski (1977) that a person is faced with a difficulty when he encounters a question or in situation he cannot to resolve using his own knowledge. In this situation, a difficulty has to be resolved. Students' difficulties can be known by identifying kinds of the problem faced.

The students who have difficulties mean they are in trouble or have hard problem, do not know how the way to achieve it, lack of comprehend s context, and cannot resolve by themselves. In addition, the students' difficulties mean that the students have the problems in learning something because of their lack of lack of motivation to study, and lack of training.

2. Difficulties in Reading Comprehension

Difficulty is something that complicated to do. It will be seen from students' mistake or error learning process. In fact, many junior high school students often find the difficulties in reading comprehension. According to Westwood (2008) there are some reasons why a student experience difficulty in learning to read; time allocated for learning, language ability, social or cultural disadvantage, intrinsic factors of the learner, and affective response to failure.

1. Time Allocated for Learning

   The amount of time for students to do the teacher's instruction and practice is an important influence on literacy development. It impacts on least able readers. United Kingdom and Australia has implemented the daily literacy hour to ensure that in every primary classroom at least that amount of time spent in focused literacy activities.

2. Language Ability

   Other influences on reading comprehension include the language environment of the home in which students spend their early years. The language development of some children is not stimulated well in some environments, and they may come to school lacking the vocabulary and syntactical knowledge necessary for understanding a teaching's instruction and processing the language of books. Therefore, it is known that language ability, vocabulary knowledge, is one of the main things of successful students into reading.

3. Phonological Awareness

   Students with underdeveloped language skills may have greater difficulty phonemic awareness. Phonemic awareness is sensitivity to the speech sounds contained within words. Over one-third of beginning readers have a poor level of phonemic awareness (National Council on

Teacher Quality, 2006), and it shows that lack of phonemic awareness is a major cause of learning difficulties in reading.

4. Social or Cultural Disadvantage

In terms of environmental influences on literacy learning, there is evidence that certain groups are over-represented among the population of students with learning difficulties – such as upper socio-economic and lower socio-economic backgrounds students. Social, cultural, and linguistic factors interact for these particular groups, influencing some students to educational risk. Opportunities to learn may be diminished through frequent absence from school, low expectations of success and reading not being highly valued. It is hard for them to read effectively and it becomes an uphill battle that they opt out of the race. However, the achievement gap widens between those with good skills and those without.

5. Intrinsic Factors

Intrinsic factors that may inhibit reading comprehension in individual students include cognitive ability (general intelligence) deficiencies in relevant psychological processes (such as working memory and visual or auditory) and attitudinal and behavioral aspects (such as motivation, concentration, and attention to task). Those processes are involved in recognizing word until comprehending text.

6. Affective Response to Failure

Last, difficulties in reading comprehension are seriously compounded by the emotional effects of failure that are experienced by most students. Lack of success causes frustration, loss of motivation and diminished self-esteem. This causes the students to disengage from learning and to be resistant to help.

B. Main Idea

1. Definition of Main Idea

Main idea is the most important in a paragraph or passage. It states the purpose and sets the direction of the paragraph or passage. Aulls (1978: 92) states that main idea is a paragraph signals to the reader the most important statement the writer has written to explain the topic. It refers what author is trying to explain to the readers.

According to Langen and Jenkins (1989: 14) states main idea sums up the author's primary message. This statement indicates the major idea to which the majority of sentences refer. The writer in one or more sentences within the paragraph usually directly states the main idea. It is usually developed in a single sentence.

Main idea may be stated or implied. When the main idea is stated, it is most often found in the first sentence of the paragraph. However, the main idea may be found in any sentence of the paragraph.

2. Types of Main Idea

There are three types of main idea stated by Baumann, *et. al.* (1983) namely: simple main idea, delayed-completion main idea, and inferred main idea. First, *simple main idea* is main idea which found in a section or paragraph that possesses a topic sentence. Second, *delayed-completion main idea* is found in a paragraph which contains no simple main idea, but one in which no more than two complete sentences. Last, *inferred main idea* is a paragraph which can be readily inferred.

3. Characteristics of Main Idea

According to Chesla (2000: 58) defines that main idea is the overall fact, feeling, or thought a writer wants to convey about his/her subject. To find the mind idea, students must know the characteristics of main idea, as follow:

a.   Main Ideas are General

Main idea of a passage must be something that is general to encompass all of the ideas in the passage. It should be broad enough that all of other sentences in the passage fit underneath it like people under an umbrella. It covers the rest of the sentences in the paragraph. The other sentences in the paragraph offer support for the main idea.

b.   Main Ideas are Assertions

The main idea must also be some kind of assertion about the subject. An assertion is a claim that needs to be supported with specific details or evidence. Even matters of fact can be assertion. In other words, the main idea

For example:

> The demand for health care workers is on the rise. The government's Bureau of Labor Statistics (BLS) reports that employment in health service industries through the year 2005 will grow at almost double the rate of all other (nonfarm) wage and salary employment. In sheer numbers, about 9 million American workers are now employed in health services. By 2005, that number is expected to be at about 13 million—an increase of nearly 4 million jobs.

The main idea is:

The demand for health care workers is on the rise.

This sentence expresses the main idea because it shows both the subject is and what is important or interesting about the subject. It also tells readers that they should expect to learn about this increased demand for health care workers in the rest of the paragraph. The first sentence states the general main idea. Then each sentence that follows gives specific facts and statistics to support that main idea. These sentences provide specific evidence to show that the main idea is valid or true. They all fit under the larger idea.

4. Strategy to Identify Main Idea

Using a strategy will help the readers to identify main idea. According to Cunningham (1982), 'Get the Gist' is one of strategy that can be used to identify main idea. 'Get the Gist' is an acronym for Generating Interactions between Schemata and Texts. It is a summarizing strategy. Get the Gist is a reading strategy to help students identify and state the main idea of a paragraph clearly. It is used during reading. Throughout a passage, students stop and write a "gist statement" for selected paragraphs. There are four steps in 'Get the Gist' strategy:

a. Identify whether the paragraph is primarily about a person, place, or thing.

b. Identify which person, place, or thing is being discussed.

c. Identify what is being said about the person, place, or thing that the paragraph principally about.

d. Restate the essence of the paragraph in a sentence containing ten words or fewer.

The other strategy to find main idea is written by Soedarso (2004: 65), there are also five strategies to identify main idea in a paragraph, as follows:

a. Students should read urgently with the aim of getting the main idea quickly. Do not read word for word, still absorb the idea and move faster, but do not lose understanding.

b. Students should read quickly, and quickly understand the idea, and continue reading to other parts.

c. Students have to whip up to quickly find a central meaning. Students should reduce the habit of pursuing small details.

d. Students have to do it quickly, but they must remember the flexibility so that the way to read is sometimes slowed down. Do not read too quickly outside the normal, so you lose understanding.

e. Students have to feel reading faster than usual. What is not worthy of attention should they look quickly and turn their attention to the subject. Do not overlook small details. Thus, it will complete the reading without wasting time.

5. Difficulties in Finding Main Idea

According to Wilawan (2012), he found explicitly main idea is not a difficult reading task for many people due the fact that they can search for main points of text at specific locations of paragraphs (i.e the first, second, or last sentence). However, determining implied main idea is much more difficult and can be problematic for most readers. Spivey (2011) also mentioned that finding main idea can becomes more difficult in the upper grades where the main idea may be explicit or implied. The sentences in the text may have too much detail to pick one main idea or so little information that there is no obvious message.

According to Dwiarti (2005), there are various problems in finding the main idea of the text among the learners. The problems are:

a. The students have rare interest towards reading.

Students' interests influence them in getting the effort in accomplishing the task especially finding main idea. As mentioned by Purwanto (1986: 6) said that there are factors can influence learning achievement; they are internal and external factor. Interest includes in internal factor that comes from students' inherent condition. It influences the desire of student to learn and explore reading passage. Meanwhile, an individual with low of interest feel not exciting and not expecting to be engaged in reading about a content area in which they have an individual interests.

b. The students have low background knowledge while reading any English text.

According to Swales (1990: 9), background knowledge is a reader's background knowledge of the reading strategy, paragraph components and grammatical knowledge of a text. Based on a study by Tze (2011), it has shown that background knowledge can help students read and comprehend better and help the students making successful inferences. Otherwise, students who have low background knowledge are hard to comprehend and making inference that will help to find main idea.

c. The students have lack of vocabulary.

The more vocabulary students know, the better they can decode and understand what they read. According to Joshi and Aaron (2000) find that vocabulary knowledge is a strong predictor in identifying main idea. A limited vocabulary size, as well as a lack of sufficient knowledge of word meanings, often limits the learners from understanding the meaning of the text.

C. Descriptive Text

1. Definition of Descriptive Text

One of the text types is descriptive text that is used to describe certain person, place or thing in detail. Pardiyono (2007: 34) states that description is a type of written text that has the specific function to give description about a human or non-human.

A descriptive paragraph tells how someone or something looks or feels. Zemach and Rumisek (2005: 25) explains in writing descriptive text, the writer explores about what someone or something such as people, places, or things look like and what are the physical appearances of a person or the characteristics of a thing.

In conclusion, descriptive text is a text that describes certain person, something that can be places or things and about how to describe someone's feelings.

2. Generic Structure of Descriptive Text

According to Gerot and Wignell (1994: 208), there are two generic structures of descriptive text, namely: identification and description.

a. Identification which identifies phenomenon that will be described.

b. Description which describes parts, qualities, or characteristics of something or someone in detail

3. Grammatical Features of Descriptive Text

Every text has different grammatical features. Knapp and Watkins (2005: 98-99) write there are several grammatical features of descriptive writing as the following:

a. In descriptive text, the present tense is predominantly used.

b. Although present tense may be used in literary description, it is past tense that tends to dominate.

c. Relation verbs are used when classifying and describing appearance or qualities and parts or function of phenomenon.

d. Action verbs are used when describing behaviors.

e. Mental verbs are used when describing feeling in literary descriptions.

f. Adjective is used to add extra information to nouns and may be technical, every day, or literally, depending on the text.

. Personal and literary description generally deals with individual things.

D. Related Research

There is one related research to expose this research. The research of "Students' Difficulties in Reading Comprehension at The First Grade of SMAN 1 Darussalam Aceh Besar" was done by Dasrul Hidayati (2018). The research used descriptive quantitative method. Based on the research, it was found that the students' difficulties were related to the question types of reading comprehension test. The students have difficulties in answering reading comprehension text. From five types of reading comprehension question, three types of them are categorized in difficult question types.

The difficulties faced by students are in answering main idea question (74%), making inference questions (56%), and locating reference questions

(71%). Therefore, the most difficulties aspect faced by first grade students is reading for getting main idea.

The study also provided reasons why the students faced difficulties with these questions. Mostly, the students failed because of poor vocabulary, poor mastery of grammar, difficult to understand long sentences and test, poor of media learning or support from family, and lack of knowledge about strategies of reading comprehension.

From the explanation above, the most difficult aspect faced by students is reading for identifying main idea. Therefore, the researcher wants to investigate the problem faced by students in identifying main idea in descriptive text.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

Based on the research title of "Descriptive Study of Students' Difficulties in Identifying Main Idea", qualitative approach is applied and descriptive method is chosen to conduct the research. As quoted by Burns and Grove (2003) who wrote that "descriptive research is designed to provide a picture of a situation as it naturally happens". A phenomenon that has happened will be described accurately and factually in descriptive method.

This research uses triangulation based on different method data collection are documentation, questionnaire, and interview. Documentation that submitted is students' work about identifying main idea. The questionnaire is given to the students. Interview is given to the students and teacher. In this research, non-parametric statistical is used to get a picture of a certain phenomenon simpler through statistical measurement. It means non-parametric statistical is used to enrich percentage of data collection. The research design is drawn to clarify the research process as follows:

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│  ┌───────────────────────────────────────────────────────┐  │
│  │                        Aim                            │  │
│  │                                                       │  │
│  │  Investigating students' difficulties in identifying  │  │
│  │           main idea in descriptive text               │  │
│  └───────────────────────────────────────────────────────┘  │
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│  ┌───────────────────────────────────────────────────────┐  │
│  │                 Research Question                     │  │
│  │                                                       │  │
│  │  What are students' difficulties in identifying main  │  │
│  │           idea in descriptive text?                   │  │
│  └───────────────────────────────────────────────────────┘  │
│                            ↓                                │
│  ┌───────────────────────────────────────────────────────┐  │
│  │       Determining Research Site and Participants      │  │
│  │                                                       │  │
│  │  The participants of this research are students in    │  │
│  │  eighth grade students in SMP Nuraida Islamic         │  │
│  │  Boarding School                                      │  │
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│  │               Conducting the Research                 │  │
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│          ↓                   ↓                   ↓          │
│  ┌────────────┐      ┌──────────────┐    ┌──────────────┐  │
│  │ Collecting │      │ Interviewing │    │ Distributing │  │
│  │Documentation│      │ the Students │    │Questionnaire │  │
│  │            │      │              │    │              │  │
│  │ Analyzing  │      │ Transcribing │    │ Analyzing the│  │
│  │the document│      │ records of   │    │ answer of    │  │
│  │which given │      │ interviewers │    │ questionnaires│  │
│  │by teacher. │      │into transcript│   │ that given to│  │
│  │            │      │              │    │the participants│ │
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│  │               Checking Data Validation                │  │
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│  │          Drawing Conclusion and Suggestion            │  │
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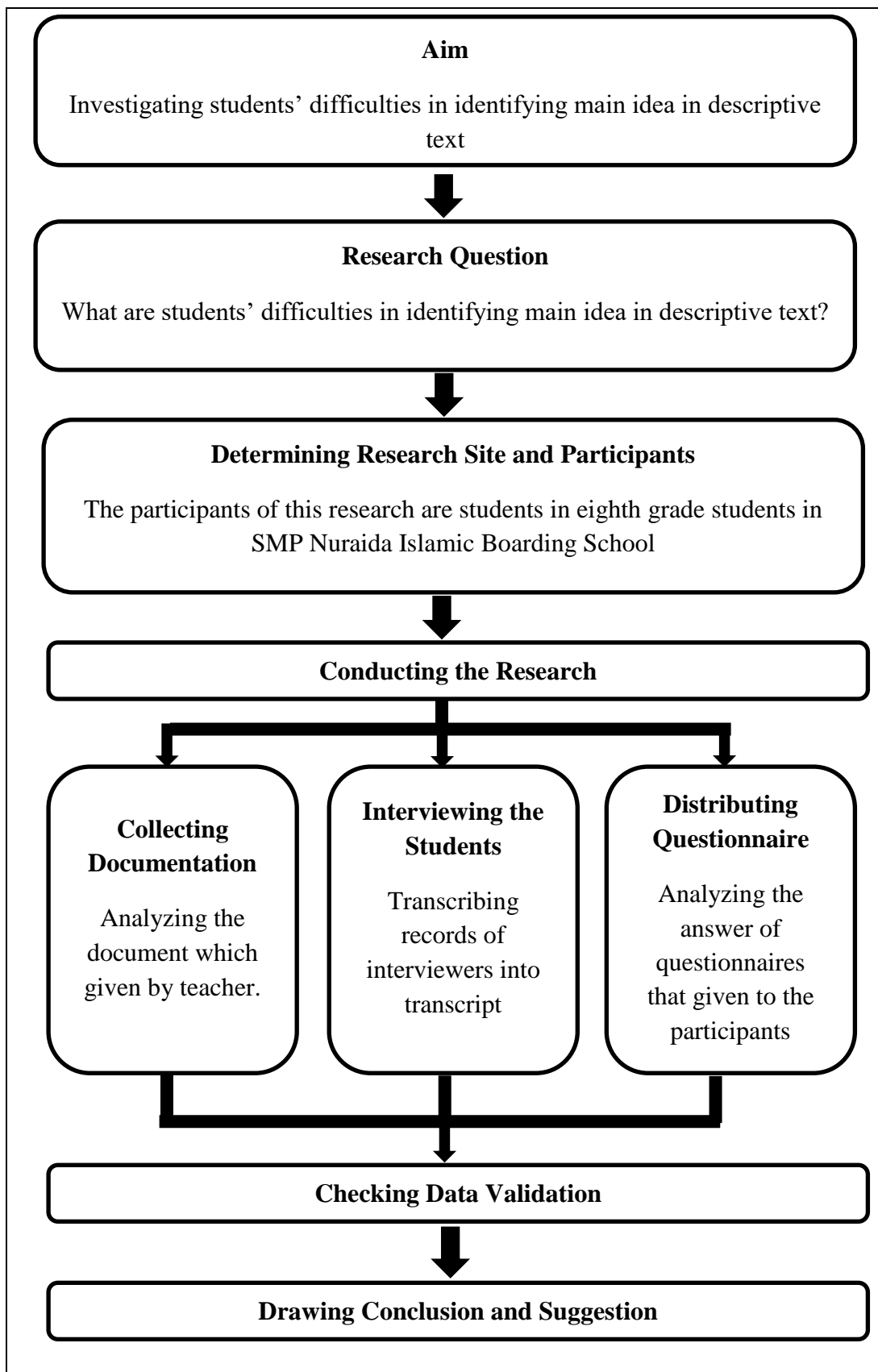
Figure 3.1 Research Design

B. Research Site and Participants

The researcher conducts the research in SMP Nuraida Islamic Boarding School, Cimahpar, Bogor. Purposive sampling is used in order to choose the participants. In using purposive sampling technique, the researcher should have main purpose.

As a result, the researcher chooses the students in eighth grade as participants because the material about descriptive text has been given in their first semester. There are two classes in eighth grade are 8 Khalisah and 8 Mumtazah. However, the researcher chooses the students who get under required minimum score in each class to focus on the difficulties they faced in finding main idea in a descriptive text. The students become the participants to gain the data documentation, questionnaire, and interview.

C. Research Instrument

In this research, the researcher conducts three instruments in collecting data. They are documentation, questionnaire, and interview.

1. Documentation

Students' works about identifying main idea in descriptive text will be collected as the research instrument. The students who get under required minimum score in finding main idea in descriptive text will be taken as the participant. The document will be analyzed.

2. Questionnaire

In investigating students' difficulties in identifying main idea, questionnaires are distributed. In this research, closed questionnaires are chosen. The questions include students' knowledge of main idea, students' difficulties in descriptive text, and the difficulties in identifying main idea in descriptive text.

3. Interview

Interview is the last instrument to do the research. Recorder is used as a media to record the section of interview. The students is interviewed to get the information about students' difficulties in identifying main idea. The result of interview is transcribed by the researcher.

D. Research Procedure

The procedure in this research is the data are taken from questionnaire and interview. First, the researcher gains the data by analyzing students' work that has given by the teachers about identifying main idea in descriptive text. The researcher analyzes and chooses the students who get under the average score. Then, the researcher gains the data by giving the questionnaire to students who got the under-required minimum. The students are given closed questionnaire. After that, the researcher gains the data by doing interview to the students and the teacher. All of them are interviewed to find the information about the difficulties faced by students in identifying main idea in descriptive text.

E. Data Analysis

In analyzing the data from documentation, questionnaire, and interview that have been obtained, the researcher has done the following steps:

1. Data analysis of documentation

In analyzing documentation, the students' work is collected. The researcher will analyze the students' work. Students who get under the minimum required score is given questionnaires and interviewed. The students' work is analyzed by checking them one by one to know their difficulties in identifying main idea in descriptive text.

2. Data analysis of questionnaire

Closed questionnaires are given to the students. Data of questionnaires are checked and analyzed. It is done to achieve result that is described about students' difficulties in identifying main idea in descriptive text. Then, non-parametric statistical is used to enrich percentage of data collection. In getting data of questionnaire, the questionnaires' reliability is counted as follows:

a. First, in each answer of the questionnaire are counted to decide the frequency.

b. Second, formula is used to counting percentage.

$$P = \frac{f}{x} \times 100\%$$

Note: P = Percentage

f = The frequency of answer

x = The number of participants

The data are interpreted following criteria above:

0%   = non the students

1% - 49%   = few students

50% - 75%   = more than students

100%   = all of students

c. Third, the data from the questionnaire are described.

3. Data analysis of interview

In interview process, the researcher uses recorder to record an interview with the students and the teacher to find out students' difficulties when they identify main idea in descriptive text. The result of interview is transcribed and summarized.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

There are three instruments used in collecting the data: documentation, questionnaire, and interview. The interview was done to the students who got under-required minimum score in identifying main idea in descriptive text at SMP Nuraida Islamic Boarding School.

1. Data from Documentation

The documentation was taken from students' work in the eighth grade. The students' work is about identifying main idea in descriptive text and it has been given by the teacher last semester. There were five passages. Each passage had one multiple choices. The researcher was given the copies of students' work, and students' score list. The required minimum score for the basic competence of identifying main idea in descriptive text is 60. The researcher chose the students who got under required minimum score in identifying main idea as the respondents.

Figure 4.1

Students' Score List

Figure 4.1 shows the students' score list in identifying main idea in descriptive text. There were 50 students of grade eighth. The highest score is 100 and the lowest is zero. Hence, nine of them got under the required minimum and they were chosen as the respondents.

2. Data from Questionnaire

On Monday, 17 June 2019, at 11:00 AM until 11:45 AM, the respondents were asked to fill out the questionnaire. Closed questionnaire are chosen. It was done to find the data of their difficulties in identifying main idea in descriptive text. To analyze the data, the researcher classified

the questionnaire into three indicators. Those are students' knowledge about main idea; six statements, students' knowledge about descriptive text; two statements, and difficulties in identifying main idea in descriptive text includes students' interest towards reading; three statements, background knowledge while reading English text; three statements, and students' vocabulary inventory.

The result is shown as follows.

Table 4.1

The Result of Questionnaire

No.	Indicator	Statements	Answering Alternatives	Alternative Frequency	Percent (%)
1.	Students' Knowledge of Main Idea	I know the definition of main idea.	Yes	7	78
			No	2	22
2.		I understand the function of main idea.	Yes	8	89
			No	1	11
3.		I know some types of main idea.	Yes	2	22
			No	7	78
4.		I know the location of main idea.	Yes	4	44
			No	5	56
5.		I understand the characteristics of main idea.	Yes	1	11
			No	8	89
6.		I know how to find or the strategy to identify main idea.	Yes	4	44
			No	5	56
7.	Students' Knowledge about Descriptive Text	I know the definition of descriptive text.	Yes	7	78
			No	2	22
8.		I know the function of descriptive text.	Yes	7	78
			No	2	22
9.	Students' Interest towards Reading	I am interested in understanding passage or text in English.	Yes	5	56
			No	4	44
10.		I am interested in exploring passage or text in English.	Yes	8	89
			No	1	11
11.		I am interested in accomplishing the task about finding main idea.	Yes	3	33
			No	6	67
12.	Students'	I have knowledge of reading	Yes	5	56

|		strategy in reading English text.	No	4	44
13.	Background Knowledge while Reading in English Text	I have knowledge of paragraph components.	Yes	4	44
			No	5	56
14.		I have knowledge of English grammar.	Yes	5	56
			No	4	44
15.	Students' Vocabulary Inventory	I read a paragraph or text in English word by word.	Yes	6	67
			No	3	33
16.		I have a plenty of English vocabulary.	Yes	4	44
			No	5	56
17.		I understand the meaning of the text easily.	Yes	6	67
			No	3	33
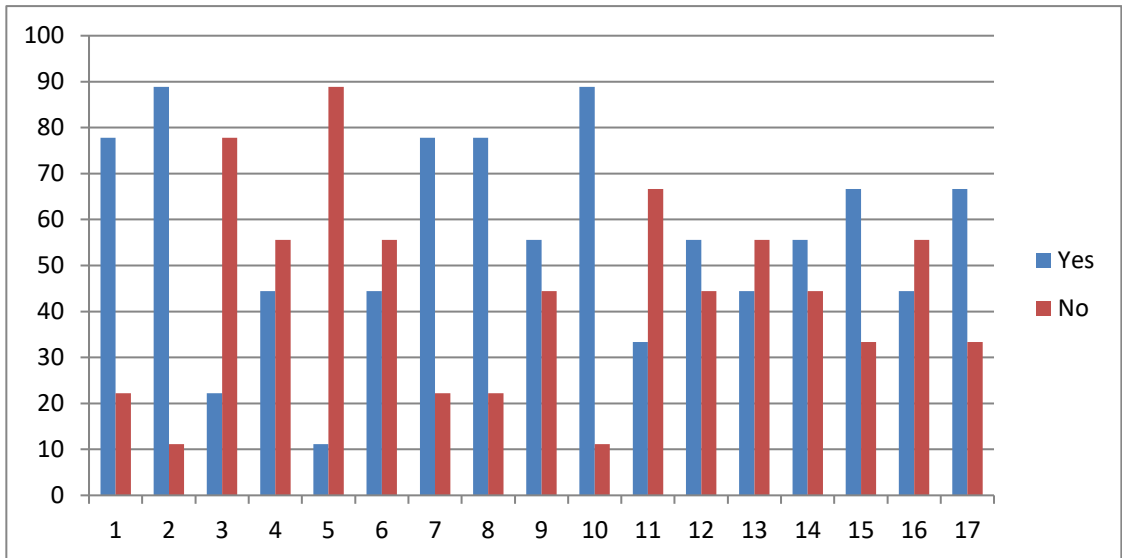
Diagram 4.1

The Percentage of Result

In the result of the questionnaire, nine participants admitted that they could not understand enough about identifying main idea and descriptive text. They were also not interested in accomplishing the task about finding main idea.

a. Students' Knowledge about Main Idea

Based on the table and diagram 4.1, there are seven or 78% participants knew the definition of main idea. While, two or 22% participants did not know the definition of main idea. Here, most of the participants admitted they know the definition of main idea.

Then, the statement about understanding the function of main idea, there are eight or 89% participants said 'yes' and one or 11% participants said 'no'. It means that most of the participants understood the function of main idea.

From nine participants, two or 22% participants knew some types of main idea, and the rest of them seven or 78% admitted that they did not know any types of main idea. It shows that most of the participants did not know any types of main idea.

Then, for the statement of knowing the location of main idea, four participants (44%) knew the location of main idea and five participants (56%) did not. It indicates that most of participants did not know the location of main idea in a paragraph.

Moreover, only 1 participant or 11% understood the characteristics of main idea, but the rest of them or 89%. Here, most of them did not know the characteristics of main idea.

Then, for the statements about whether they knew how to find or the strategy to identify main idea, there are four participants (44%) said 'yes' and five participants (56%) said 'no'. Here, most of the students do not know how to find or the strategy to identify main idea.

To conclude, it was confirmed that the students did not master the material about main idea. Those are the types, location, characteristics, and how to find main idea.

b. Students' Knowledge about Descriptive Text

From the result of questionnaire, seven participants or 78% admitted that they knew the definition of descriptive text, and the rest of them did not know the definition of descriptive text. It shows that most of the participants master the definition of descriptive text.

From seven of nine participants (78%), they knew the function of descriptive text, while two participants (22%) did not. It indicates that only few participants did not know the function of descriptive text.

To conclude, for the students' knowledge about descriptive text, it was confirmed that the students comprehend the material about descriptive text.

c. Students' Interest towards Reading

For the statements about whether they are interested in understanding passage or text in English. Based on the data of questionnaire, five or 56% participants were interested in understanding passage or text in English and four or 44% participants were not interested in understanding passage or text in English.

For the next statement about students' interest in exploring passage or text in English, there are eight participants (89%) said 'yes' and only one participant (11%) said 'no'. It shows most of the participants have interest in exploring passage or text in English.

Then, the statement about students' interest in accomplishing the task about finding main idea, there are 3 or 33% participants said 'yes' and rest of them (67%) said 'no'. It indicates that only few participants had interest in accomplishing the task about finding main idea.

The conclusion is the students' interest in understanding passage in English is low and they are not interested in accomplishing task to find main idea. Meanwhile, they have interest in exploring passage in English.

d. Students' Background Knowledge while Reading in English Text

According to the data of questionnaire, there are five participants (56%) had knowledge of reading strategy in reading English text while the rest of them (44%) did not have knowledge of reading strategy in reading English. Here, most of the participants' thought of reading strategy in reading English.

Then, for the statement about whether they had knowledge of paragraph component, there are four or 44% participants had knowledge of paragraph component while the rest of them did not.

Last, for the statement about students' knowledge of English grammar, five or 56% participants stated that they had knowledge of English grammar and the rest of them did not.

To conclude, for the students' background knowledge while reading in English text, it was confirmed that the students did not have enough knowledge about strategy in reading English text, paragraph component, and English grammar.

e. Students' Vocabulary Inventory

For the statements about whether they read a paragraph or text in English word by word, it shows that there are six or 67% participants chose 'yes' and 33% participants chose 'no'. Here, most of them read a paragraph or text in English word by word.

Then, there are four participants (44%) had a plenty of English vocabulary while the rest of them (56%) did not. From that result, it indicates that most of them still had lack of vocabulary.

The last statement about whether they understood the meaning of the text easily, there are six participants (67%) answered 'yes' and (33%) answered 'no'. It shows more students easily understand the meaning of the text.

To conclude, for the students' vocabulary inventory, it was confirmed that the students still had problem in vocabulary inventory. They still read a paragraph in English word by word, had lack of vocabulary, and few participants understood the meaning of the text hardly.

3. Data from Interview

After the researcher got the result of the questionnaires, the researcher organized some interview with the students. It was done on Tuesday, 18th June 2019 to assure the students' answers in the questionnaire. The students who got the interviewed were those who got under required minimum score at the students' work. There were ten questions for this interview.

a. First indicator: Students' Knowledge about Main Idea

In the first indicator, the researcher investigated the perception of the students about main idea. They have their own way to define what main idea is related to their experience in learning English.

R#1, R#3, R#4, R#6, and R#7 answered with the same perception.

> *Main idea itu kayak pokok dari paragraf*
>
> [Main idea is the main point from a paragraph.]

R#2, R#5, and R#8 had the same answers.

> *Main idea itu aku ga terlalu tahu dan ga telalu ngerti.*
>
> [I do not know and I do not really understand about main idea.]

R#9

> *Ide pokok dalam paragraf biasanya ada inti paragrafnya, biasanya ide pokok suka ada di kalimat utama, entah di kalimat pertama entah kalimat akhir*
>
> [I think main idea usually consists of a main point from a paragraph. Commonly, main idea is in a main sentence. It can be at a first or end paragraph.

Based on the answers above, it can be concluded that mostly students related the main idea to a main point of a paragraph. Meanwhile, some students did not know what main idea is.

. b. Second indicator: Students' Knowledge about Descriptive Text

In the second indicator, the researcher investigated the students' perception of descriptive text.

R#1, R#3, R#5, and R#8 had same answered.

Kurang tahu

[I do not have any idea about descriptive text.]

R#2, R#6, R#7, and R#9 answered the same perception.

Teks yang mendeskripsikan sesuatu.

[I think main idea is a text which describes something.]

R#4

Langkah-langkah, misalnya buat nasi goring.

[I think descriptive text which tells about steps, for example a text about how to make fried rice.]

Based on the answers above, it can be concluded that half of the students can define what descriptive text is. On the other side, half of them did not know and answered incorrectly about descriptive text.

c. Third indicator: Students' Difficulties in Identifying Main Idea

The third indicator, the researcher divided into some sub-indicators; students' interest towards reading, students' background knowledge while reading in English text, and students' vocabulary inventory; difficulties found by students in identifying main idea in descriptive text, the factor that makes students difficult to identify main idea in descriptive text, and their strategy in identifying main idea in descriptive text.

1) Students' Interest towards Reading

In the first sub-indicator of students' difficulties in identifying main idea, the researcher investigated about how interest the students toward reading.

R#1, R#2, R#4, R#5, R#6, and R#7 had the same perception about their interest toward reading.

R#1, R#2, R#4, R#5, R#7, and R#8 had same perception.

Punya, aku suka baca tapi tergantung mood, jadi kalau misalkan moodnya lagi jelek aku ga. Kalau bacaan bahasa Inggris aku suka, aku bisa artiin dikit-dikit tapi kadang kalau misalnya ga ngerti vocabnya, ya gitu.

[Yes, I have interest toward reading, but it is based on my current mood. I like reading English text. I can translate from English to Bahasa only a little bit and I will stop reading whenever I found some difficult words.]

R#3

> *Ga ada, karena aku ga suka.*
>
> [I am not interested in reading. I do not like it.]

R#4

> *Punya, suka. Suka dengerin orang ngomong bahasa Inggris jadi pengen nyoba.*
>
> [Yes, I am interested in reading. The reason is because I love listening to people who speaks English. It motivates me to be interested in reading.]

The answers above show that mostly the students do not have interest toward reading. It is caused by they felt difficult to understand a text in English. Whenever they found the unfamiliar words, they stopped reading. Moreover, there is one respondent who has interest toward reading. It is caused by the high motivation to be able to communicate in English.

2) Students' Background Knowledge while Reading English Text

In the second sub-indicator, students' background knowledge while reading English text is also divided into three aspects. There are background knowledge of reading strategy, paragraph component, and English grammar.

a) Reading Strategy

The researcher asked the students what they know about reading strategy. All respondents had same answers. They did not have any idea about the strategy to read English text. It can be concluded that they do not have knowledge of reading strategy while reading English text.

b) Paragraph Component

The researcher investigated what the students' know about paragraph component.

R#7

> *Ada ide utama, pokok utama, gitu gitu.*
>
> *[There should be a main idea in a paragraph.]*

From one of nine respondents can answer correctly although it was not complete and the rest of them did not know anything about paragraph component. It shows that the background knowledge of paragraph component is low.

c) English Grammar

R#1, R#2, R#3, R#4, R#6, R#7, and R#9 had similar response about their knowledge of English grammar.

> *Tata bahasa, kaya cara membaca, eh ngga cara membaca pronounciation. Ada past tense, simple tense, apa ya, udah itu aja.*
>
> [I think English grammar is a structure of a language. There are past tense, present continuous tense, and future tense.]

R#5 and R#8 had the same perception.

> *Ya gitu, aku ga bisa jelasin.*
>
> *[I cannot explain about it.]*

Most of the respondents could tell what they knew about English grammar. They relate the English grammar to a structure of a sentence and three kinds of tenses. Otherwise, two respondents could not explain anything.

3) Students' Vocabulary Inventory

The researcher investigated the respondents' vocabulary inventory. All the respondents had the same answer. They agreed that their vocabulary inventory helped them to comprehend English text. Moreover, they admitted that they still had lack of vocabulary.

4) The Difficulties that Faced by Students in Identifying Main Idea

The researcher asked the researcher about what difficulties they faced when they are asked to identify main idea in descriptive text.

R#2, R#3, R#4, R#5, R#6, and R#8 had the similar answers.

> *Kadang aku ngga ngerti artinya bahasa Inggris itu.*
>
> *[The difficulties that I found when identify main idea in descriptive text is I do not know the meaning of some words.]*

R#7 and R#9 answered the other difficulty is finding the location of main idea.

> *Agak bingung sih letaknya.*
>
> *[The difficulties that I found when identify main idea in descriptive text is I am sometimes confused about the location of main idea.]*

Based on the answers above, it can be concluded that the difficulties in identifying main idea are do not understand the text and feel confused with location of main idea.

5) The Causes that Make the Students' Got Difficulties in Identifying Main Idea in Descriptive Text

R#1, R#4, R#7, and R#9 had same answers.

> *Kadang ada yang bilang main idea itu ada yang di atas, ada yang di bawah, jadi bikin bingung, iya lokasinya.*
>
> [It is because I am confused with the location of main idea. Some people says that main idea is in the first line and the last line of the paragraph.]

R#2, R#3, R#6, R#7, R#8, and R#9 admitted that they have lack of vocabulary.

> *Kadang-kadang ga ngerti aja gitu sama teksnya, kosakatanya, vocabnya ga terlalu tahu.*
>
> [Sometimes, I just cannot comprehend the text, because I do not know the meaning of some words.

Based on the answers above, it shows the causes of students' difficulties in finding main idea are confused with the location of main idea and lack of vocabulary.

6) Students' Strategy When They Got Difficulties in Identifying Main Idea in Descriptive Text

The researcher investigated how they done the task of identifying main idea in descriptive text.

R#1, R#2, R#3, and R#7 had the similar way to find main idea.

> *Biasanya aku ngambil dari awal aja sama terakhir.*
>
> [My strategy to find main idea in descriptive text is by taking from the first or last sentence of a paragraph.]

R#5 and R#6

> *Ngga tahu, asal nebak aja.*
>
> [I do not know. I just choose or answer randomly.]

R#9

> *Dibaca ulang-ulang sampe bener-bener ngerti, kalau ada vocab yang ngga ngerti.*
>
> [When I got difficulties in identifying main idea in descriptive text, I usually read the sentence or paragraph repeatedly until I can finally understand it.]

Based on the students' answers above, the researcher concludes that the students need to be taught about the strategies to help them easier to find main idea. They

B. Discussion

Based on the data from documentation, questionnaire, and interview, the result is classified into three categories. They are students' knowledge about

main idea, students' knowledge about descriptive text, and difficulties in identifying main idea in descriptive text.

1. **Students' Knowledge about Main Idea**

    From the result of the questionnaires and interview, it was found that students' knowledge about main idea is low. The data shows that students can define the main idea generally, but they did not know the types, location, characteristics, and how to find main idea properly.

2. **Students' Knowledge about Descriptive Text**

    In the result of the questionnaires and interview with the students, it showed that only a half respondent could define descriptive text correctly, but the rest do not know what descriptive text is. It means that students' knowledge about main idea is low.

3. **Students' Difficulties Identifying Main Idea**

    Based on the questionnaires and interview, almost all the respondents did not have interest towards reading. Moreover, it is impacted in their interest in accomplishing the task about finding main idea that can be seen on Table 4.1. Then, the respondents did not have any background knowledge about reading and paragraph component. The difficulties are they cannot understand the text due to their limited vocabulary inventory, confused with location of main idea, and they do not have strategy to find main idea.

This result of the research is in accordance with Joshi and Aaron said that vocabulary knowledge is a strong predictor in identifying main idea. A limited vocabulary size, as well as a lack of sufficient knowledge of word meanings, often limits the learners from understanding the meaning of the text.

Therefore, according to the data analysis of the instruments, the students' difficulties in finding main idea are:

1. The students did not know the types, location, characteristics, and how to find main idea.

2. The students' knowledge about main idea is low.

3. The students did not have interest toward reading.

4. The students did not have any background knowledge about reading and paragraph component.

5. The students had limited vocabulary inventory.

6. The students were confused with location of main idea.

7. The students did not have any strategies to find main idea.

The result of this research is line with the theory about the strategy to identify main idea in the paragraph stated by Cunningham (1982) are identifying whether the paragraph is primarily about a person, place, or

thing, identifying what is being said about the person, and restating the essence of the paragraph in a sentence containing less than ten words.

The same findings were also stated in a research conducted by Dasrul Hidayati (2018). The research found out that the students' difficulties in identifying main idea were mainly about Students' Difficulties in Reading Comprehension. The difficulties faced by students in reading comprehension is answering main idea question. The students failed because of poor vocabulary, poor mastery grammar, difficult to understand long sentences and test, poor of media learning or support from family, and lack of knowledge about strategies of reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research, the writer found that the students had some difficulties in identifying main idea in descriptive text. The kinds of difficulties found out from the instruments of this research are divided into three main points. There are the students' knowledge about main idea, the students' knowledge about descriptive text, and the students' difficulties in finding main idea. The kinds of students' difficulties are namely; the students are not able to read for meanings and read for ideas. The difficult words and phrases become difficult to comprehend for students. They have to translate to Bahasa while reading English text if they cannot understand the idea given by the author and meaning of difficult words. Therefore, it can be also concluded that their English teacher did not involve students in reading comprehension strategy, especially strategy to find main idea.

B. Suggestion

From the conclusion above, the researcher tries to formulate some recommendations for both the students and the teacher of SMP Nuraida Islamic Boarding School which can be useful for them in order to improve the students' skill in identifying main idea. The students should enrich their vocabulary and arouse their interest towards reading in order to improve their

ability in understanding main idea and identifying main idea in paragraph. The teacher also should use different reading comprehension strategies and give the appropriate and effective technique to make the students able to understand the main idea in the paragraph. This is also the suggestion and recommendation for other researcher for further research about the strategy to make it easier for students to identify and understand the main idea in paragraph.

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A. Pengantar

Saya Gina Anggia Wildan, mahasiswi program studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Pakuan, sedang melaksanakan penelitian dengan judul *"Descriptive Study of Students' Difficulties in Identifying Main Idea in Descriptive Text"*. Untuk mendapatkan data penelitian tersebut, saya mohon kesediaan Anda mengisi pertanyaan dari kuesioner yang telah saya buat dan menjawab beberapa pertanyaan melalui wawancara. Informasi yang Anda berikan akan digunakan semata-mata hanya untuk penelitian saya. Saya ucapkan terima kasih atas partisipasi Anda dalam mengisi kuesioner ini.

B. Identitas Responden

Nama   :

Kelas   :

C. Petunjuk Pengisian

Jawablah setiap pertanyaan di bawah ini dengan memberikan tanda centang (√) pada kolom jawaban yang disediakan berdasarkan keadaan Anda sebenarnya.

Indikator	No.	Pernyataan	Pilihan Jawaban	
			Ya	Tidak
Pengetahuan siswa tentang *main idea*.	1.	Saya mengatahui pengertian *main idea*.		
	2.	Saya memahami fungsi *main idea*.		
	3.	Saya mengetahui jenis-jenis *main idea*.		

	4.	Saya mengetahui letak-letak ditemukannya *main idea*.		
	5.	Saya memahami karakteristik *main idea*.		
	6.	Saya mengetahui cara atau strategi untuk menemukan *main idea*.		
Pengetahuan siswa tentang *descriptive text*.	7.	Saya mengetahui pengertian *descriptive text*.		
	8.	Saya mengetahui kegunaan *descriptive text*.		
Minat siswa dalam membaca.	9.	Saya memiliki minat untuk memahami bacaan atau teks dalam bahasa Inggris.		
	10.	Saya memiliki minat untuk mempelajari lebih jauh bacaan atau teks bahasa Inggris yang saya temukan.		
	11.	Saya memiliki minat untuk mengerjakan soal yang meminta untuk menentukan *main idea* pada *descriptive text*.		
Latar belakang pengetahuan siswa dalam membaca teks	12.	Saya memiliki pengetahuan tentang strategi membaca suatu teks bahasa		

bahasa Inggris.		Inggris.		
	13.	Saya memiliki pengetahuan tentang komponen yang ada pada suatu paragraf.		
	14.	Saya memiliki pengetahuan tentang *grammar*.		
Pembendaharaan kosakata bahasa Inggris yang dimiliki siswa.	15.	Saya membaca paragraf atau teks (bahasa Inggris) kata per kata.		
	16.	Saya memiliki banyak kosakata bahasa Inggris.		
	17.	Saya mudah memahami makna dari suatu paragraf atau teks.		

Guided Questions for Interview

1. Apa yang Anda ketahui tentang *main idea?*

2. Apa yang Anda ketahui tentang *descriptive text?*

3. Apakah Anda memiliki minat membaca? Mengapa?

4. Apa yang Anda ketahui tentang strategi-strategi membaca?

5. Apa yang Anda ketahui tentang komponen pada suatu paragraf?

6. Apa yang Anda ketahui tentang *English grammar?*

7. Apakah kosakata bahasa Inggris yang dimiliki membantu dalam memahami teks bahasa Inggris?

8. Kesulitan apa yang Anda hadapi saat menentukan *main idea* pada *descriptive text?*

9. Menurut Anda, apa yang membuat Anda sulit dalam menentukan *main idea* pada *descriptive text?*

10. Strategi apa yang Anda lakukan ketika Anda kesulitan dalam menentukan *main idea* pada *descriptive text?*

Transcript of Interview

Day and Date : Monday, 17th June 2019

Time : 12.30 PM – 03.00 PM

Place : SMP Nuraida Islamic Boarding School

1. Apa yang Anda ketahui tentang *main idea?*

   R#1 : *"Main idea itu kayak pokok dari paragaf."*

   R#2 : *"Main idea itu aku ga terlalu tahu dan ga terlalu ngerti."*

   R#3 : *"Main idea itu kaya pokok dari suatu kalimat."*

   R#4 : *"Pokok suatu paragraf, inti dari paragraf itu."*

   R#5 : *"Ya gitu, ga tahu"*

   R#6 : *"Main idea itu pokok cerita terus kaya kesimpulan cerita tapi mencakup apa pokok cerita tapi mencakup semua cerita."*

   R#7 : *"Ya kaya kalimat gitu, kalimat pokok."*

   R#8 : *"Gimana ya, udah lupa sih sekarang, tapi pernah belajar, sekarang udah ga tahu."*

   R#9 : *"Kayak ide pokok gitu, ya kalau ide pokok dalam paragraf biasanya ada inti paragrafnya, biasanya ide pokok suka ada di kalimat utama, entah di kalimat akhir."*

2. Apa yang Anda ketahui tentang *descriptive text?*

R#1 : *"Kurang tahu"*

R#2 : *"mendeskripsikan sesuatu"*

R#3 : *"Ga tahu"*

R#4 : *"Langkah-langkah, misalnya buat nasi goreng."*

R#5 : *"Kurang tahu"*

R#6 : *"Kayak menjelaskan sesuatu gitu tapi dalam paragraf"*

R#7 : *"Kayak apasih mendeskripsikan teks itu loh"*

R#8 : *"Kurang tahu"*

R#9 : *"Teks yang mendeskripsikan sesuatu"*

3. Apakah Anda memiliki minat membaca? Mengapa?

R#1 : *"Kalau minat baca bahasa Inggris mau, terus kalau misalkan kaya arti-artiin gitu suka, tapi kadang males."*

R#2 : *"Kalau bahasa Inggris ga terlalu"*

R#3 : *"ga ada, karena aku ga suka."*

R#4 : *"Punya, aku suka baca tapi tergantung mood, jadi kalau misalkan moodnya lagi jelek aku ga. Kalau bacaan bahasa Inggris aku suka, aku bisa artiin dikit-dikit tapi kadang kalau misalnya ga ngerti vocabnya ya gitu."*

R#5 : *"Punya, biar tahu grammar kali, ga tahu"*

R#6 : *"Ga terlalu, ya ngerasa susah."*

R#7 : *"Ngga terlalu sih"*

R#8 : *"Mau aja kalau lagi mau, kalau bahasa inggris ngga, belom"*

R#9 : *"Punya. Suka, suka dengerin orang ngomong bahasa Inggris jadi pengen nyoba."*

4. Apa yang Anda ketahui tentang strategi-strategi membaca?

R#1 : *"Ga tahu"*

R#2 : *"Ga"*

R#3 : "*Ngga tahu"*

R#4 : *"Ngga tahu."*

R#5 : *"Ngga tahu"*

R#6 : *"Ngga tahu"*

R#7 : *"ya dibaca aja"*

R#8 : *"Ga tahu"*

R#9 : *"Ngga tau"*

5. Apa yang Anda ketahui tentang komponen pada suatu paragraf?

R#1 : "*Ga tahu"*

R#2 : *"Paragraf itu ada apa ya, ga tahu."*

R#3 : *"Ga tahu"*

R#4 : *"Kalau bahasa Inggris ga ngerti."*

R#5 : *"Ga tahu"*

R#6 : *"Lupa"*

R#7 : *"Ada ide utama, pokok utama gitu gitu"*

R#8 : *"Ga tahu sih ya begitu lah."*

R#9 : *"Ada kata, ada kalimat, ada tanda baca, ada hurufnya yang pasti."*

6. Apa yang Anda ketahui tentang *English grammar?*

R#1 : *"Simple present, tenses-tenses gitu."*

R#2 : *"Grammar itu kaya SPOK gitu, apa ya, simple past tense, continuous past tense."*

R#3 : *"Kayak past tense, simple present, gitu-gitu."*

R#4 : *"Kayak tata bahasa gitu, terus aku pernah belajar tapi kesusahan gitu. Pokoknya kalimat yang akan datang, yang telah lalu sama yang sedang dilakukan. "*

R#5 : *"Ya gitu, aku ga bisa jelasin."*

R#6 : *"Grammar itu kayanya pembenaran bahasa gitu, tenses itu yang continuous, past tense, future itu."*

R#7 : *"Past tense gitu-gitu"*

R#8 : *"Kaya kata gitu, kaya apa ya, inti-intinya lah kalau grammar."*

R#9 : *"Tata bahasa, kaya cara membaca, eh ngga cara membaca pronounciation. Ada past tense, simple tense, apa ya, udah itu aja.*

7. Apakah kosakata bahasa Inggris yang dimiliki membantu dalam memahami teks bahasa Inggris?

R#1 : *"Ya, kadang-kadang kalau misalkan mau belajar buat UKK gitu suka ngebantu sih buat artiin artinya."*

R#2 : *"Lumayan."*

R#3 : *"Lumayan, tapi masih sedikit."*

R#4 : *"Ngebantu, tapi masih dikit, soalnya aku ga tahu banyak."*

R#5 : *"Heeh, tapi masih kurang"*

R#6 : *"Lumayan, tapi masih kurang"*

R#7 : *"Ngebantu"*

R#8 : *"bermanfaat, ngebantu buat belajar juga"*

R#9 : *"ngebantu"*

8. Kesulitan apa yang Anda hadapi saat menentukan *main idea* pada *descriptive text?*

   R#1 : *"Kalau artiin paragraf itu udah agak mudah, tapi suka ga ngerti gitu disuruhnya apa"*

   R#2 : *"Ribet, pilihan jawabannya hampir sama semua."*

   R#3 : *"Kadang aku ngga ngerti artinya bahasa Inggris itu."*

   R#4 : *"Kadang ga tahu si vocabnya, kadang kalau pilihan ganda gitu kok ga ada yang sesuai sama kalimat di atasnya, kadang ada yang menyimpulkan itu kan."*

   R#5 : *"Ga ngerti teksnya."*

   R#6 : *"Kalau disuruh cari main idea itu kata-katanya lumayan susah, apalagi ya, ga ada kayanya."*

   R#7 : *"Agak bingung sih letaknya, sama kalimatnya, sama soalnya, susah, ada yang ga tahu artinya."*

   R#8 : *"Kurang paham juga sama bahasa Inggris"*

   R#9 : *"Kadang soalnya ngecoh, terus karena aku lemah di vocab jadi kadang-kadang suka ga ngerti dimananya karena itu."*

9. Menurut Anda, apa yang membuat Anda sulit dalam menentukan *main idea* pada *descriptive text?*

   R#1 : *"Kadang ada yang bilang main idea itu ada yang di atas, ada yang di*

bawah, jadi bikin bingung, iya lokasinya."

R#2 : *"Ya hmm kadang-kadang ga ngerti aja gitu sama teksnya, kosakatanya, vocabnya ga terlalu tahu, terus kebanyakan kata-katanya."*

R#3 : *"Vocabulary aja"*

R#4 : *"Aku kadang nyari-nyari tempat yang mana ya apa yang kalimat pertama, baris pertama, atau baris terakhir.*

R#5 : *" Ga tahu, bingung."*

R#6 : *"Kata-kata yang belum aku pernah denger, vocabnya."*

R#7 : *"Sama, kaya tadi"*

R#8 : *"Masih belum bisa bahasa Inggris kalau misalnya ada soal cerita, ya kosakatanya"*

R#9 : *"Sama sih kaya tadi, ngecoh banget soalnya."*

10. Strategi apa yang Anda lakukan ketika Anda kesulitan dalam menentukan *main idea* pada *descriptive text?*

R#1 : *"Dari itu yang bilang biasanya main idea itu dari sini sampai titik ini terus atau ngga yang paling bawah, nentu-nentuin sendiri aja."*

R#2 : *"Biasanya aku ngambil dari awal aja sama terakhir."*

R#3 : *"Paling aku ambil di kalimat awal."*

R#4 : *"Aku kadang di pilihan gandanya aku nyari yang paling nyambung sama yang atas-atasnya."*

R#5 : *"Ga tahu, belajar kali, ngasal"*

R#6 : *"Ngga tahu, asal nebak aja."*

R#7 : *"Biasanya kan main idea ada di awal, ada di akhir juga, yang nyambung aja, ga tahu lagi."*

R#8 : *"Pelajarin kosakata sama soal-soal ulangan"*

R#9 : *"Dibaca ulang-ulang sampe bener-bener ngerti, kalau ada vocab yang ngga ngerti, pasti kan ada vocab yang dingertiin jadi disambungin kalimatnya yang logis kira-kira kalimatnya bakal jadi apa."*