

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

English is one of the subjects which is taught in every level of education. English is given to students in order to have knowledge about English and in order to have ability to communicate in English. English has four basic language skills. They are listening, speaking, reading, and writing. From there four skills in English, reading is one skill has difficult to understand by student but beside that there are also many student who like it and consider it easy.

Reading is a process of absorbing knowledge from written text in books, magazines, newspapers, and others. By reading, people can get more knowledge and information. Moreover, reading is the way to get successful in academic.

Besides, reading is first thing that God asked human to do as shown in the first surah Al-Alaq verse 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

The surah's begin with word that mean "Read", the third verse was repeated "Read" again, it is mean that Allah command us as the human, he ask to read. From the fourth and fifth verses said, to study all of knowledge that we do not know. With reading

is one of way to improve our knowledge. As explained in the verses of the Qur'an Surah Al-Baqarah verse 44:

أَتَأْمُرُونَ النَّاسَ بِالْبِرِّ وَتَنْسَوْنَ أَنْفُسَكُمْ وَأَنْتُمْ تَتْلُونَ الْكِتَابَ أَفَلَا تَعْقِلُونَ (٤٤)

Allah has given man the greatest gift in the form of reason, which reason must be used as well as possible by using it by seeking knowledge as much as possible, one way to read. Reading is the main key to gaining knowledge and asking to think about the contents of a book.

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension (Nunan, 2003, p. 68). Especially, many students still difficult and got problems in understanding the text, factors may be caused by lacked of vocabularies, structure and the process of understanding the ideas of text. The purpose of teaching reading is to make students are expected to read efficient and effectively.

Reading comprehension almost of their activities in learning is reading. Reading nothing more than tracking symbols on a page with their eyes and sounding them out, without comprehension. Therefore, it is obvious that the need of reading comprehension is important. It means that they really understand about content and students do not only have to know about structure of text but also comprehend the meaning what they have read.

Main idea is going to be understand as readers' ability to identify important information in a text. Highlighted that the skill of identifying the main idea was

fundamental to successful comprehension as well as many aspects of comprehension (Williams, 1988).

The construction of a main idea from text is tremendously influenced by the readers prior knowledge of the content domain of the text (Afflerbach, 1990). For this reason, sufficient background knowledge of the reader is required in main idea construction processing.

Identifying main idea in any type of communication has been a great challenge to language users but on the other hand, it is also essential to successful comprehension, since it is considered the basis for perceiving relevant information and drawing appropriate inferences from a text, in order to construct its meaning.

Based on the definition above, this research was chosen because students have difference strategy to identify main idea in a text, each students using different strategy from ability possessed. Main idea can be found in Intensive Reading class, identification main idea considered to be one of basic skill in reading a text and is critical to understanding.

In this research, the researcher conducted the research in English Education Department Faculty of Tarbiyah and Teachers Training Antasari State Islamic University Banjarmasin. The researcher was interested want to know how the students of English Education applying different strategies to identify main idea and also because they are have studied Intensive Reading.

Based on the background information above, researchers interested in conducting research with the title: **“Students' Differences in Identifying Main Idea in EFL Reading Comprehension”**.

## **B. Research Questions**

1. How do the students’ strategies to identify main idea in EFL Reading Comprehension?
2. How are students’ ability to identify main idea in EFL Reading Comprehension?

## **C. Objectives of Study**

Based on the statement of problems above, the objectives of this study are:

1. To find out the students’ strategies to identify main idea in EFL Reading Comprehension
2. To find out the students’ ability to identify main idea in EFL Reading Comprehension

## **D. Significance of Study**

From the result of this research, the researcher expects it can be useful as:

1. Provide information about Students’ Differences in Identifying Main Idea in EFL Reading Comprehension.
2. It is hoped that this research can give contribution and additional about reading field especially identification main idea in EFL Reading Comprehension.
3. Enriching the researcher’s knowledge and experience in this research.

4. To give contribution to English Department about identification main idea.
5. Information and comparison for the next researchers.

## **E. Definition of Key Terms**

In order to avoid misunderstanding about title, certain terms should be explained as follows:

### **1. Students' Differences**

Students' difference is student applying different strategies and ability to identify main idea between students have learned Intensive Reading class.

### **2. Identification of Main Idea**

Identification of main idea is considered to be one of the basic skills in reading a text and is critical to understanding it. Main idea construction is often strategic behavior and going to be understood as readers' ability to identify important information in a text (Afflerbach, 1990). Identify main idea in text is a key reading comprehension skill.

### **3. Reading Comprehension**

Reading comprehension is the ability to process information that we have read and to understand its meaning (Novary, 2015, p. 9). Here, reading comprehension is understanding the text by knowing the main idea of text and we must know something of language in which the material is written.