

**STUDENTS' DIFFERENCES IN IDENTIFYING MAIN IDEA IN EFL  
READING COMPREHENSION**

**By  
RAUDATUL JANNAH**



**COVER PAGE**

**ANTASARI STATE ISLAMIC UNIVERSITY  
BANJARMASIN  
2019**

**STUDENTS' DIFFERENCES IN IDENTIFYING MAIN IDEA IN EFL READING  
COMPREHENSION**

**AN UNDERGRADUATE THESIS**

**Presented to  
Faculty of Tarbiyah and Teacher Training  
in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan* in English Language Education**

**by**

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**TITLE PAGE**

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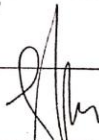
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#### STATEMENT OF AUTHENTICITY

I, the undersigned, Raudatul Jannah, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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## ABSTRACT

**Raudatul Jannah.** 2019. Students' Differences in Identifying Main Idea in EFL Reading Comprehension. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Dra. Hj. Wardah Hayati, MA, (II) Fajrianor, S.Pd, M.Pd.

**Keyword:** Main Idea, Strategy, Identification in Main Idea, and Reading Comprehension

Reading is the process of seeing a series of written symbols and getting meaning from them. Identify the main ideas of one part of reading. In identifying the main ideas students have differences in the use of strategies. Based on these, the researcher is interested in knowing how students 'strategies in identifying the main ideas and knowing the students' ability in identifying the main ideas.

In this study, researchers used a qualitative descriptive method. Technique of data collection used are interview and test. Interviews to determine student strategies in identifying main idea and tests are used to get data on students' ability to identify main ideas. The data will be analyzed using qualitative descriptive methods. The results of this study indicate that students have different strategies in identifying the main ideas where students identify with strategies that students find it easy to find the main idea in a paragraph and there are some students who just guessed to identify the main idea. In the ability of students to identify the main idea is still low, it can be seen from the test results that the average score of students is 66 and many students get low scores which are included in fair category, the lack of students' reading comprehension affects the ability to identify the main idea.

## **ABSTRAK**

**Raudatul Jannah.** 2019. *Students' Differences in Identifying Main Idea in EFL Reading Comprehension*. Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Dra. Hj. Wardah Hayati, MA, (II) Fajrianor, S.Pd, M.Pd.

**Kata kunci:** Ide Utama, Strategi, Identifikasi dalam Ide Utama, dan Pemahaman Membaca

Membaca adalah proses melihat serangkaian simbol tertulis dan mendapatkan makna dari mereka. Mengidentifikasi ide utama salah satu bagian membaca. Dalam identifikasi ide utama siswa memiliki perbedaan dalam penggunaan strategi. Berdasarkan tersebut, peneliti tertarik untuk mengetahui bagaimana strategi siswa dalam mengidentifikasi ide utama serta mengetahui kemampuan siswa dalam mengidentifikasi ide utama.

Penelitian ini, peneliti menggunakan metode deskriptif kualitatif. Adapun pengumpulan data yang digunakan yaitu interview dan tes. Interview untuk mengetahui strategi siswa dalam identifikasi ide utama dan tes digunakan untuk dapatkan data kemampuan siswa mengidentifikasi ide utama. Data tersebut akan di analisis dengan metode deskriptif kualitatif.

Hasil penelitian ini menunjukkan bahwa siswa memiliki perbedaan strategi dalam mengidentifikasi ide utama dimana siswa mengidentifikasi dengan strategi yang siswa rasa mudah untuk menemukan ide utama dalam suatu paragraf dan ada beberapa siswa yang hanya mengira-ngira saja mengidentifikasi ide utama. Dalam kemampuan siswa mengidentifikasi ide utama masih rendah dapat dilihat dari hasil tes nilai rata-rata siswa adalah 66 dan siswa banyak mendapat skor rendah yang termasuk kategori cukup, kurangnya pemahaman membaca siswa mempengaruhi kemampuan dalam identifikasi ide utama.

## **MOTTO**

*“Success is a time of preparation and opportunity to meet”*

(Bobby Unser)

*“Multiply Sholawat to feel the real pleasure of life”*

## **DEDICATION**



I dedicate this thesis for:

1. My beloved parents, Muhammad Arofiq and Noormina who always give me endless love, supports in mentally, spiritually, and materially during the time of study and the process of making this thesis.
2. My lovely little brother, Muhammad Firdaus, your sister is always blessed for the laughs and happiness. That is the entertainment of life for me.
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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Rabiulakhir, 6th, 1441 A.H  
December, 3<sup>rd</sup>, 2019 A.D

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