

CHAPTER II

THEORETICAL REVIEW

In this chapter the writer would like to elaborate the theory related to the research which is done by the writer. It is important for the writer and readers to recognize the definition or the meaning of the title of this research in order to make easier for the writer in understanding and analyzing the problems deeply. Follows are the theories that were discussed in this research globally: Students difficulty to find main idea.

A. The Skill of Reading

Reading is the process of looking at a series of written symbols and getting meaning from them. When people read, they use eyes to receive written symbols (letters, punctuation marks and spaces) and they use brain to convert them into words, sentences and paragraphs that communicate something to them. Reading plays an important role in developing knowledge, through reading students can absorb all the information, experience and ideas provided in books.

According to Brown (1941,p.224) reading is skill that is taken for granted. In foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire.

Afflerbach (2007,p.12-13) says reading is a dynamic and complex process that involves skills, strategies, and prior knowledge. Reading is also an active process of predicting what is likely to come next. When someone is

reading, her brain processes the visual information from our eyes. It uses our critical thinking to make an image in our brain based on the text.

By seeing the explanation above, it can be stated that reading is an important skill the students should master in their language learning. Reading is important because by reading the students may be able to absorb the information, experience and ideas provided in books.

Reading functions as the window of knowledge in which people are able to know much information they cannot get completely from other skill such as listening, speaking, or writing. It might be said that through speaking with others, and listening to the radio or television, someone will get knowledge or information, however the amount of the information will not be as perfect as when she/he does reading. The reader can find the reason, example, explanation, summary, and comments of the news that they read.

Nuttal (1982,p.42) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent a language, and the knowledge in the world. In this process the reader tries to match their perception with the author's perception.

According to Ulmer (1997,p.1), Reading is an interactive and complex process. The process through which the dynamic interaction of the reader's background knowledge, the information inferred by the written language, and the reading situation context is constructing meaning. This research shows that the readers must found background knowledge, information inferred in reading

context. Besides, the researcher wants to show about the strategies in reading especially students difficulty in reading comprehension.

According to Cooper (1986,p.11) Reading may also open the students' minds by using and developing their critical thinking. In reading the reader needs the comprehension. Reading comprehension is very important for the students at Senior High School.

B. Reading Comprehension

According to Snow (1999,p.231) reading comprehension is very difficult, because the construction of meaning is disrupted by the difficulty and slowness of word recognition. Therefore, comprehension needs understanding meaning in a text because comprehension is longer text.

Comprehension means making sense of what one reads. A reader who comprehends text is an active reader. Comprehension is complex, yet reading researchers have developed approaches to teach students to be active readers.

According to Kirby (1999,p.2) comprehension involves the *relating* of two or more pieces of information. Those pieces of information can come from long-term memory (prior knowledge), but in reading comprehension at least one piece must come from the text. The pieces of information can be simple or quite complex ideas.

Comprehension is the ability to actively to read, and understand language. To comprehend text, one's decoding skills must allow for fluent reading (reading that is as smooth and full of expression as when we talk), thus allowing a reader's cognitive energy to be used to draw connections, ask

questions, make predictions, and employ other comprehension strategies used by strong readers. Thus, fluency is often called the “bridge” from decoding to comprehension. In addition to fluency and effective application of comprehension strategies, other key ingredients to comprehension include vocabulary knowledge and background knowledge.

Therefore, comprehension of text needs one’s decoding skill for reading. Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading. According to Snowball(2005:1) defines Comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text. In addition, comprehension is important aspect of all of the definition and meaning, if readers cannot understand the definition and meaning, they do not know information in text.

Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities which the reader is engaged. It means that a reader’s must be domain knowledge interacts with the content of the text in comprehension because it is important for our knowledge. If the readers feel difficult in text, it means that the readers are not enough to comprehend in a text.

Comprehending is more than just recognizing and understanding words. True comprehension means making sense of what you read and connecting the ideas in the text to what you already know. It also means remembering what you have read. In other words, comprehending means thinking while you read. It means that comprehension needs understanding words, connecting the main idea in text and remembering context. Comprehension is the reason for reading; it encompasses the learning, growing, and evolution of ideas that occur as one reads.

Comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text and the stance the reader takes in relationship to the text.

Reading may also open the students' minds by using and developing their critical thinking. In reading the reader needs the comprehension. Reading comprehension is very important for the students at Senior High School. According to Cooper (1986,p.11), comprehension is a process in which a reader may construct meaning by interacting with the text. When reading, a reader should have knowledge about understanding the reading passage.

According to Simanjuntak (1988,p.4), reading comprehension is the first point to be made about reading process. In reading process the readers are attempting to recreate the meaning intended by the author. But reading is not a simple task, readers should have education knowledge of linguistics and prior knowledge of the world, and at the same time use both of knowledge to

confirm the meaning. It has been stated by Clarke and Silberstein in Brown (2001,p.299-300) that the readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign its membership to an appropriate group of concepts already stored in their memories skill in reading depends on the efficient interaction between linguistics knowledge of the world.

Rubbin (1993,p.194) states that reading comprehension is a complex intellectual process involving a number of abilities. The two majors involve word meanings and verbal reasoning. Without word meaning and verbal reasoning, there could be no reading comprehension; without reading comprehension, there would be no reading. From these concepts basically, it can be understood that reading needs comprehension. Reading and comprehension are regarded as one activity that cannot be separated. It means that reading comprehension is an activity to extract the meaning of written materials with fully understanding.

Grellet (1999,p.4) said that understanding a written text means extracting the required information from it as efficiently as possible. There are the main ways of reading, they are:

1. Skimming: quickly running one's eyes over a text to get the gist of it.
Skimming can apply to texts off less than one page, so it would be wise not to confine this type of task just to extensive tests (Brown,1941,p.253)
2. Scanning: quickly going through a text to find a particular piece of information.

3. Extensive reading: reading longer text, usually for one's own pleasure. This is fluency activity, mainly involving global understanding.
4. Intensive reading: reading shorter text, to extract specific information. This is more an accuracy activity involving reading for detail.

While reading the text, the reader must use general reading strategies such as questioning, making inferences and connections and activating prior knowledge and content specific strategies including drawing on subject specific information to make meaning of the text. It means that reading strategies are useful for the students to comprehend the text.

According to Woolley (2001,p.1), reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding reading text information children develop mental models, or representations of meaning of the text ideas during the reading process. Therefore, reading comprehension has process of making meaning in a text.

According to Vaughn (2003,p.303) reading comprehension understanding of text that has been read, that is a complex skill that requires the use of various strategies. Therefore, the students require instruction in the development of strategies that can be used before, during, and after reading text. Reading comprehension can be defined as a cognitive or behavioral action that is enacted under particular contextual conditions with the goal of improving some aspects of comprehension (Graesser 2007,p.6). This

assumption mainly regards the cognitive aspect in context of the reader while reading. Text is made by the author under the particular context. Then, every text has a context. Context is the field or condition and situation where the passage belongs to. The knowledge that is got from the text is able to develop the reader comprehension of the particular discussion. Therefore, it can be said that the more he or she reads the more he or she gets the information. Then, reading is one of skills that is suggested in every level of education.

According to Davenport (2007,p.61) common types of question found in reading comprehension are included the following:

1. Identifying main idea, main point, author purpose or an alternate title for the passage.
2. Recognizing the tone of the passage or identifying the style.
3. Comprehending information directly stated in the passage (finding supporting detail).
4. Answering relational questions about the author's opinion, even if not stated directly.
5. Recognizing the structural methodology employed to develop the passage, for example sequence, vocabulary, and represent pronoun (reference).
6. Extending limited information given by the author to a logical conclusion using inference (inference meaning).

C. Students' Difficulties in Reading Comperhansion

A student in difficulty is any student who encounters major obstacles to the successful completion of their educational goals. Some people say that having reveal personal difficulties, the students may wish/expect to continue to receive further support from them and ask for quite a lot of their time. If they are unwilling to be referred to someone in a more appropriate role, they may experience quite a lot of pressure to provide this support directly. They may feel concern for the student and worry that they may feel rejected if they do not offer support. It means that the students' needs are more concentration, if the students do not concentrate for education, the students have difficult with reading skill. Therefore, the students should understand with our education, especially, reading is important for students. Because by reading, students can increase their knowledge. If the students do not read, students get really difficult to increase their knowledge.

According to Makar (2005,p.54), Students have difficulty in reading information. We offer some reasons for why it is important for students to be able to correctly read and offer suggestions for how to help develop this type of reasoning. It means that students should increase their information in order students do not get difficulty in their education.

Carvalho (2002,p.83) said that many students have difficulties in performing the tasks they are assigned. These difficulties concern mainly three aspects: reading and selecting relevant content, organizing and synthesizing information retrieved from different textual sources, and making use of

conventional forms adopted by the academic community. Many students are unfamiliar with tasks like this and some of them explicitly admitted, it had been difficult for them to understand what they are expected to do. These difficulties may be related to students' past schooling experience and the literacy practices they had been used to. It means that students get more difficulty in reading because students feel lazy to read. Reading comprehension is so useful for them to obtain new insight which is called receptive skill, and Writing can help them in productive skill. Therefore, if the students have difficulties in performing task, the students have a lot to read.

To comprehend a text, Westwood (2001,p.31) argues that readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information they get from the text. He think that efficient interpretation of the text involves a combination of word recognition skill, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting. Therefore, comprehending the English reading text is not an easy thing, so that is why there are many students find difficulties in comprehending the English text.

D. Kinds of Students' Difficulties in Reading Comprehension

Hedge (2000,p.193) noticed vocabulary is another major component of reading ability with which language learners will experience difficulty, but the degree of difficulty will vary with the demands of the text, the prior knowledge of the reader, the degree of automaticity a learner has achieved in

general word recognition, any specialist lexical knowledge a students' might have, and the learner's first language. The researcher concludes the students' difficulties in finding main idea of English text is lack of vocabulary knowledge.

Lack of students' interest is one of students' difficulties in finding main idea of English text. Brown (1787,p.269) says, unless reading is the most interesting thing you ever do, you are not reading up to your full attention. So, it is not that the text is provided with unknown vocabulary, complicated ideas, or other feature that break you down, but that of you are not fully pay attention to it.

According to Joseph (1995,p.1172) when students exhibit difficulty understanding and deriving meaning from text, the explicit instruction on comprehending needs to be provided. Difficulties understanding text can be derived from not knowing meanings of words or concepts, not capturing factual information, not inferring about content, and not forming relationships among content presented in text. Therefore, the students have difficulties understanding meaning of word or concepts and inferring information.

The main idea is generally stated in the topic sentences, which is often the first sentences in paragraph. The main idea is easier to identify when it is first or the last sentences in the paragraph. It is more difficult to find when it is located in the middle of a reading. And it is perhaps most difficult to identify when it is inferred and not actually stated.

Inference making is understanding language, it is often necessary to make inferences to go beyond what is stated explicitly in the text or discourse to infer the intended message. Even very straightforward texts require inferences to be drawn. Therefore, if the students read in text, they will infer the text that they have understood. Besides, main idea is important in text, so that, main idea must look for firstly. After that, they do making inference in text.

The main idea helps readers recall important information. Locating the main idea helps the reader understand the points the writer is attempting to express. Identifying the relationship between these will improve comprehension.

Whorter (2001,p.150) writes in his book entitled "*Topics, Main idea, and Topics sentences*" State that the students learned earlier that the main idea of a paragraph is most important point. The main idea is also the most general statement the writer makes about the topic. In this brief paragraph, the main idea is expressed in the first sentence. This sentence, known as the topic sentence, is the most general statement in the paragraph. All the other sentences are specific details that explain this main idea. In addition, Williams noted the importance of identifying main ideas as essential to successful reading comprehension in terms of drawing inferences from text, studying effectively.

The researcher concludes that main idea is important in reading comprehension because main idea tells more about the overall idea of a

paragraph or section of a text and most paragraphs have a main idea that is either contained in general sentences or else suggested by several specific sentences. There are some students' difficulties in finding main idea of English text, that are poor reading strategy and length of the sentence is one of students' difficulties in finding main idea of English text. The length of the sentence makes students confused to understand the text or story.

Reading is the process of looking at a series of written symbols and getting meaning from them. When people read, they use eyes to receive written symbols (letters, punctuation marks and spaces) and they use brain to convert them into words, sentences and paragraphs that communicate something to them. Reading plays an important role in developing knowledge, through reading students can absorb all the information, experience and ideas provided in books. Eskey (2002,p.38) defines that reading is the process of acquiring information from a written or printed text.

Reading is also an active process of predicting what is likely to come next. When someone is reading, her brain processes the visual information from our eyes. It uses our critical thinking to make an image in our brain based on the text.

By seeing the explanation above, it can be stated that reading is one of important skill the students should mastered in their language learning. Reading is important because by reading the students may be able to absorb the information, experience and ideas provided in books. Therefore, if the students

not interest in the learning reading then the poor reading will happen to the students.

E. Reading for Main Idea

Beatrice S. Mikulecky (2003,p.96) State that Main idea of a paragraph is a statement of the outhers' idea about the topic. A main idea statement is always a complete sentence that includes both the topic and the ideas that the author wishes to express about the topic.

The main idea is a statement that tells the author's point about the topic. The main idea of a paragraph is the point of the passage, minus all the details. In determining of the main idea, the students are expected to find the main idea of the text, so, they should comprehend the topic that is told in the text. The main idea is usually a sentence, it is usually the first sentence but it can be in the middle or in the last sentence. Therefore, this can make the main idea is more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

Main idea is important for reading comprehension to help readers understand. Students begin by learning the definition of main idea and then applying this definition to identify the main idea in sentences and short texts.

Brown (1987,p.203) says that if you get the main idea you can make some amazing inferences about details you never even read. But on the other hand, Brown proposes that some readers cannot see the forest for the trees, they get the details accurately, but do not see how they add up. When they hear a story, they are likely to miss the point.

Main idea refers to the essence of the paragraph, or rather what the author is trying to get across to the reader. In the other words, the main idea may important that the author develops throughout the paragraph. The function of the entire paragraph is to explain, develop, and support the main idea. The main idea of paragraph tells us what the author wants to know about the topic. The writer in one or more sentences within the paragraph usually directly states the main idea. Once the people can find the topic, they are ready to find the main idea. The main idea is the point of the paragraph. It is the most important thought about the topic contains a few details or many details, but one idea may state the focus of all the sentences, which provides purpose and direction, is the most important element of a paragraph. The rest of the element of the paragraph explain, develop, or support the main idea. Without a main idea, the passages would be only a collection of unconnected ideas or thoughts.

Understanding of main ideas is the third skills for effective reading. A paragraph may contain a few details or many details, but one idea may state the focus of all the sentence in the paragraph. The topic sentences which provides purpose and direction, is the most important element of the paragraph. The rest of the element of the paragraph explain, develop, or support the main idea. Without a main idea, the passages would be only a collection of unconnected ideas or thought.

From the types of question found in reading comprehension, identifying main idea is focused on the objective in this research. In reading for meaning, main idea will always come first and deserves the top priority. It

happens because main idea is the essence of the paragraph that the author wants the readers to know and it is the idea that the whole paragraph explains or supports. The author usually puts this main idea in some certain places, such as: at the first sentences of the paragraph, middle of the paragraph, the last sentence of the paragraph, or just lets the reader to infer it from the passage.

According to Mc Whother (1989,p.345-349) the main idea is called the topic sentence. She adds that the main idea is not explicitly stated any one sentence. One good way of organizing a paragraph is used a topic sentence. The topic sentence expresses the main idea of a paragraph, and the remaining sentences build around and support it. In a sense, the topic sentence serves as a headline for the paragraph and all other sentences supply the main point. Although the topic sentence of a paragraph can be located anywhere in the paragraph, there are several positions where it is most likely to be found:

a. The First Sentence

The most common placement of the topic is the first in the paragraph. In this type of paragraph, the author first states his/her main point and then elaborates the idea. In this type of paragraph, the author employing a deductive thought pattern in which statement is made at the beginning and the supported through the paragraph.

b. The Last Sentence

The second most common position of the topic sentence is in the last paragraph. In this type of paragraph, the author leads or builds up the main idea and then directly states it in a sentence at the very end.

c. Middle of the Paragraph

Another common placement of the topic is in the middle of the paragraph. In this case, the author builds up to the main idea, states it in the middle of the paragraph, and then goes on with further elaboration and detail.

F. Kind of English text

1. Report Text

According to Linda, (1995,p.196) Report is a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment. The subjects are about the phenomena of the world whether living things i.e. plants, animals, or non-living things i.e. phones, cars, volcanoes, and oceans. An information report usually contains facts about the subjects, a description and information on its aspects or features like appearance (parts of components), qualities (shape, color, and behavior habits, how to reproduce, what to eat if it is living things).

Mark Anderson and Kathy Anderson (1997,p.175) defined the steps of constructing information report the text structure/generic structure of information report and the language feature used in information report is as follow:

1. Generic Structure of report text

- a. General Classification: introduce the topic of report such as the class or sub-class

- b. Description/Identification : give the shape/ form, part, behavior, habitat, way of survival. (Sudarwati & Grace, 2007:2)
2. Language features of report text
- a. Use timeless present tense
 - b. Use action verbs (climb, eat, erupt) linking verbs (is, has, belongs to)
 - c. Use language of defining (are called) classifying (belongs to), comparing and contrasting (are similar to, are stronger than, like)
 - d. Use descriptive language (color, shape, size, function, habit, behavior)
 - e. Use technical terms.

2. Narrative Text

A narrative is most generally described as a story told by the narrator. They are construction of certain characteristics that relate a tale through an organization of words. This construction includes three discernible layers, the elements that make up the content of the narrative, and the agent. Understanding these concepts is the key to defining a narrative.

The narrative text is type of written text that tells a story of one character or more who face certain situation. Its purpose is to present a view of the world that entertains or informs the reader or listener. It is related to the recount type on the other hand, narrative text is a text

amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

According to Mark Anderson (1998,p.3) There are many different types of narratives including: humor, romance, crime, mystery, fantasy, science fiction, real-life fiction, adventure, diary-novel, etc.

1. The Narrative Scaffold

1) Orientation

In this paragraph the narrator tells the audiences who are in the story, when it is happening, who are in the story, when it is happening, where it is happening, and what is going on.

2) Complication

This is part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger.

3) Sequence of events

This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The even can be told in chronological order or with flashback. The audience is given the narrator's point of view.

4) Resolution

In this part of the narrative where the complication is sorted out or the problem is solved.

5) Coda

The narrator includes a coda if there is to be a moral message to be learned from the story.

2. Language Features in Narrative

1) Noun

2) Adjective formed noun phrase; long black hair, two red apples, etc

3) Time connectives; then, before, soon, etc.

4) Adverb and adverbial phrase; here, in the mountain, etc.

5) Action verb in past tense; stayed, dined, etc.

6) Saying verb and thinking verb; said, told, felt, etc.

3. Recount Text

According to Mark Anderson (1998,p.48) Recount is a piece of text that retells past events, usually in the order which they happened. The aim of a recount is to give the audience a description of what occurred and when it occurred. Some example of recount text types are; newspaper, reports, conversation, speeches, television interviews, etc.

a. Features of recount

The recount text type retell past events, usually in the order in which they happened. Mark Anderson (1998:49) said, The steps for construction a written recount are:

- 1) A first paragraph that gives background information about who, what, where, and when called an orientation.
- 2) A series of paragraphs that retell the events in the order in which they happened called events.
- 3) A concluding paragraph is called re-orientation, but it is not necessary.

b. Language features in recount

The language features usually found in a recount text are:

- 1) Proper noun and pronouns to identify those involved in the text
- 2) Action verb
- 3) Descriptive word to give details about who, what, what, when, where, and how.
- 4) The use of the past tense to retell the events.
- 5) Conjunction and time connectives.
- 6) Adverb and adverbial phrase.
- 7) Words that show the order the events.

c. Kinds of Recount Text

- 1) Personal recount

These usually retell an event that the writer was personally involved in.

2) Factual recount

Recording an incident, eg. a science experiment, police report.

3) Imaginative recount

Writing an imaginary role and giving details of events, eg. A day in the life of a pirate; How I invented...

4. Descriptive Text

Descriptive text presents the appearance of things that occupy space, whether they are object, people, buildings, or cities. The purpose of descriptive is to convey to the reader about something looks like. It attempts to gain a picture with words. As Barbara Fine Clouse (2004,p.142) said, "Description adds an important dimension to our lives because it moves our emotion and expands our experience".

descriptive text is a text that describes what kind of person or an object described, good shape, properties, and other numbers. Goal (purpose) of the descriptive text was clear, namely to explain, describe or disclose an individual or an object.

a. Structure

When writing descriptive text, there are several sets of common or generic structure that our writing is considered correct.

The order is:

- 1) Identification: contains the identification of matter or will be described.
- 2) Description: contains the explanation or description of the thing and the person to mention a few properties.

b. Language Features

- 1) The use of adjectives and compound adjective.
- 2) Using the simple present tense.

G. Previous Study

In relation to this research, there are some previous research which has been conducted by some researcher Arianti Puspita (2014) at English Education Study Program of Teacher Training and Education Faculty in University of Lampung, Rima Maulida AD (2013) at English Education Study Program of Teacher Training and Education Faculty in University of Lampung, Ika Prasetyawati (2016) at English Education faculty of teacher training and education university of Nusantara PGRI Kediri, Journal of Reading 'Behavior 1984, Volume XVI, No. 3 (Victoria Chou Hare and Beverly Milligan) entitled *“Main Idea Identification: Instructional explanations in Four Basal Reader Series”* at University of Illinois at Chicago, College of Education, Chicago, IL. And Dwiarti (2005) entitled *An Analysis of Students' Problems in Finding the Main Idea of the Text at Second Year of SMU Kosgoro Sekampung, East Lampung*. At the University of Lampung.

1. Arianti Puspita (2014) entitled “Students’ Difficulties in Comprehending English Reading Text at Second Grade Students of SMA N 2 Metro” at English Education Study Program of Teacher Training and Education Faculty in University of Lampung. This study is to find The students’ constraints in comprehending English reading text at second grade students of SMA N 2 Metro. The methodology used is qualitative research. Based on the research at the second grade students of SMA N 2 Metro, the results showed that the students have constraints with respect to five aspects of reading; determining main idea, finding specific information, making inference, identifying reference, and understanding the meaning of word in comprehending English reading text. From the results of the interview, it has been found that there were five problems faced by the students in comprehending the text. They may appear not only from the features of the text but also from the students’ ability.
2. Rima Mauli AD (2013) entitled “An Analysis of Students’ Problems in Finding Main Idea of Reading Text at MTSN 1 Kotabumi” at the English Education Study Program, the Teacher Training and Education Faculty, Lampung University. This study is to find out students’ problems in finding main idea of reading text and students’ perceptions toward a reading test. The methodology used is qualitative case study. The results is interview show that there are six problems faced by the students in finding the main idea, that is: 1). there were 19 students

(61,2%) lack of the students interest, 2). there were 25 students(80, 6%) lack of vocabulary knowledge, 3). there were 17 students (54,8%) had problem in identifying the main idea of the passage with very long sentence, 4). there were 19 students (52,7%) poor reading strategy, 5). there were 18 students (58,0%) had problem in sentence pattern (grammatical confusion), 6). there were 21 students (67,7%) ignorance of paragraph components. And the results of students perception toward a reading test are that according to them, reading test is a difficult task.They said that the text given by the researchers was hard to understand, because many difficult words that they did not know.

3. Ika Prastyawati (2016) entitled “The Effect of Questioning Strategy in Teaching Reading Comprehension to the Eight Grade Students of SMP Muhammadiyah Kediri in Academic Year 2014/2015” at English Education faculty of teacher training and education university of Nusantara PGRI Kediri. This study is to find out the effect of questioning strategy to the students’ reading comprehension to the eighth grade students of SMP Muhammadiyah Kediri in Academic Year 2014/2015.The methodology used is descriptive qualitative. The result of this research the English teacher should use questioning strategy in teaching reading comprehension to improve students confident to ask question, and also the teachers should make the students more active, motivated and can easy in accept the material by using questioning strategy. For the other researchers are expected to be

able to excavate deeply about the usefulness of strategy in teaching and learning English especially in using questioning strategy.

4. Journal of Reading Behavior 1984, Volume XVI, No. 3 (Victoria Chou Hare and Beverly Milligan) entitled "*Main Idea Identification: Instructional explanations in Four Basal Reader Series*" at University of Illinois at Chicago, College of Education, Chicago, IL. This study is to identify the main idea. The methodology used is descriptive qualitative. The result of this journal, in the series examined, explanations of main idea identification leave something to be desired. Not surprisingly, they evade critical, currently unresolved issues of determining importance. However, as we have suggested, instructional designers may avail themselves of several other alternatives for improving existing explanations.
5. On the other side, previous research has been done by Dwiarti (2005) entitled *An Analysis of Students' Problems in Finding the Main Idea of the Text at Second Year of SMU Kosgoro Sekampung, East Lampung*. At the University of Lampung. She conducts the research to investigate the students' problems met in finding main idea of the text. The result of her research is there are four problems that the students facing in finding main idea of the text, they are: 1) lack of interest toward reading; 2) lack of background knowledge; 3) lack of vocabulary; 4) unaware on the parts of the paragraph. Whereas the researcher is attempting this research to reveal the problem in depth, that the

problems not only come from the students themselves, but also the problems that arise from the future of the text. The research is conducted at MTs N 1 Kotabumi.