

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

There are two statements that have to be answered in this research. The first problem is about how is the students' ability in finding main idea of English texts of the eleventh grade at MAN 2 TAPIN. The second problem is about what are students' difficulties in finding main idea of English text for the eleventh grade at MAN 2 TAPIN. The data for the first problem is according to the result of field research, there are observation and interview the English teacher about students' ability in teaching reading. The data for the second problem is according to analysis the result of the test and interview the students.

1. Students Ability in Finding the Main Idea of English Test

Based on interview the researcher choose English teacher who are teach in X and XI on religion major at MAN 2 Tapin. Because the teacher knows about the students' ability in the teaching reading at X religion major at MAN 2 Tapin. The researcher also interviewed the English teacher in XI religion major at MAN 2 TAPIN, because now, the teacher teaching in XI religion major at MAN 2 Tapin. The researcher took all of students at XI Religion class (IA 1 & 2) at MAN 2 Tapin,

Based on observation and it was done two times observation in the Religion Class (IA 1) and observation in the Religion Class (IA 2), while the English teacher in the classroom.

The researcher analyzed the result all of the data from observation, test and interview to give solution did the teacher do to resolve the problem. The observation was conducted on 25th July 2017 until 21st August 2017. The test was conducted on 25th April and the interview was conducted on 3rd October 2017.

In this chapter, the writer presents the data in the religion class 1 and 2 (IA I and II) at MAN 2 Tapin academic years 2017/2018. The writer has given a test. There were 59 students on the class, but the researcher only took 55 students as the subject of this research, because most of them did not attend the class. The test asked the students about finding main idea in English text. So, the students need to answer the test based on the instruction given. After conducting the test, the researcher analyzed the data from the students test to find out the score of the test

The researcher collected the data related to the first problem statement by doing interview with English teacher to look for information about the students' difficulties in finding main idea of English text at the eleventh grader students at MAN 2 Tapin academic years 2016/2017.

2. Students' Difficulties in Finding Main Idea of English Text

The researcher collected the data related to the first problem statement by doing interview with English teacher to look for

information about the students' difficulties in finding main idea of English text at the eleventh grade students at MAN 2 Tapin academic years 2016/2017.

The researcher analyzed the result of the interview to get more information what are the students' difficulties in finding main idea of English text. The results of this research can be used for the students in learning how to study English carefully.

The researcher present the data in the religion class 1 and 2 at MAN 2 Tapin academic years 2017/2018. The researcher has given a test, there were 59 students on the class, but the researcher only took 55 students as the subject of this research, because most of the them did not attend the class.

a. Result of Teachers Interview

The researcher distributed the interview consisting with English teachers. The interview asked about students ability in finding main idea. The result of an interview with an English teacher in class X. That is, the students had not learned about report text. Therefore, the researcher selected class XI which become subject in this research. and English teacher said that class XI has learned about report text and also in accordance with the syllabus that teacher teach. And the teacher says the students' difficulties in learning reading is lack of vocabulary knowledge.

In the first interview, the researcher gets information about students' reading ability with English teacher at class X. Because in class X the students' not studying yet about report text and it does appropriate with the syllabus. Therefore, in class XI they are three major. But English teacher say religion major (IA) is one of major who had students' difficulties in learning reading. Because, in that class they had lack vocabulary knowledge. It means lack of vocabulary knowledge is one of students' difficulties in finding main idea.

From the interview above the researcher choose class XI (IA) there are IA 1 and IA 2 for the research about finding main idea of English text. The student ability of this class is low. Because some students do not like study English.

b. Result of students' test and students' interview.

TABLE 4.1
The Result of Students Score Test

The Score of Students Test IA 1			The Score of Students Test IA 2		
No	NAME	SCORE	N0	NAME	SCORE
1.	AF	71	1.	AH	71
2.	AR	70	2.	AS	70
3.	ASB	73	3.	DYA	71
4.	AFT	53	4.	HN	73
5.	AR	59	5.	HP	70

6.	CAW	75	6.	IS	70
7.	EP	73	7.	JD	71
8.	EW	71	8.	JM	73
9.	FN	77	9.	MHB	77
10.	IH	-	10.	MD	71
11.	MR	71	11.	MA	70
12.	MDY	75	12.	MSL	71
13.	ML	-	13.	MAK	75
14.	MN	-	14.	MHB	73
15.	MRM	70	15.	MI	70
16.	MRD	56	16.	NLS	73
17.	MS	59	17.	NS	53
18.	NR	70	18.	RH	73
19.	NAM	-	19.	RY	70
20.	NRH	75	20.	RA	75
21.	RN	70	21.	RD	73
22.	RD	73	22.	RDY	70
23.	RR	60	23.	RH	45
24.	RA	53	24.	RM	61
25.	SH	73	25.	SA	59
26.	SN	70	26.	SNF	71
27.	SF	-	27.	TN	70

28.	TNR	73	28.	TMS	70
29.	UF	70			
30.	VI	71			
31.	YS	73			
	Mean score	$\frac{1784}{26}$	68	Mean score	$\frac{1939}{28}$
					69

Then the researcher classifying the score into whose score below 70 according to Standard of Minimal Criteria (KKM).

Table 4.2
The Students Score Below 70

NO	INITIAL	SCORE
1.	AFT	53
2.	AR	59
3.	MRD	56
4.	MS	59
5.	RR	60
6.	RA	53
7.	NS	53
8.	MSL	59
9.	RH	45
10.	RM	61

On table 4.1 there are score of students test the result from the test about main idea. On the table 4.2 there are score of students below 70, and the next procedure is interview the students. The researcher gets 10 students score test who are gets low score under standard of minimal Criteria thoroughness. The standard of minimal Criteria thoroughness from the school is 70. Therefore, from 55 students there are 10 students who got less than the standard of minimal Criteria thoroughness. There are 10 students interviewed by the researcher about students' difficulties in finding main idea of English text.

Table 4.5
Kind students' difficulties in finding main idea

Student's Number	Students' difficulties in finding main idea of English text					
	Initial	Lack of Students Interest	Lack of Vocabulary Knowledge	Length of the Sentence	Poor Reading Strategy	understanding meaning
1	A.F	✓	✓	✓		✓
2	A.R		✓		✓	✓
3	M.R		✓	✓	✓	✓
4	M.S		✓	✓		✓
5	R.R	✓	✓		✓	✓
6	R.A		✓		✓	✓

7	N.S	✓	✓	✓	✓	✓
8	R.H		✓		✓	✓
9	R.M	✓	✓	✓		✓
10	S.A		✓	✓		✓
Total		4	10	6	6	10
36						

As the calculation above, here is the percentage of error that made by the students by using this formula:

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

a. Lack of Students Interest

$$\text{Percentage} = \frac{4}{36} \times 100\% = 0,10\%$$

b. Lack of Vocabulary Knowledge

$$\text{Percentage} = \frac{10}{36} \times 100\% = 0,30\%$$

c. Length of the Sentence

$$\text{Percentage} = \frac{6}{36} \times 100\% = 0,15\%$$

d. Poor Reading Strategy

$$\text{Percentage} = \frac{6}{36} \times 100\% = 0,15\%$$

e. Understanding Meaning

$$\text{Percentage} = \frac{5}{36} \times 100\% = 0,30\%$$

Based on the table of students' difficulties in finding main idea of English text, it can be stated that:

- a. Lack of Students Interest are on percentage 0,10%
- b. Lack of Vocabulary Knowledge are on percentage 0,30%
- c. Length of the Sentence are on percentage 0,15%
- d. Poor Reading Strategy are on percentage 0,15%
- e. Understanding Meaning are on percentage 0,30%

Based on the result from interview with English teacher the researcher had found students' difficulties in finding main idea. First, lack of students' interest. There were 4 students who had less interest in reading activity. The less of interest is much influenced by the inability of the students in reading. Second, Lack of Vocabulary Knowledge. In this analysis there were 10 students who had difficulties in finding main idea of English text that is lack of vocabulary. All of students had lack of vocabulary. Then, Length of the Sentence. From 10 students, 6 of them said that they had problem in identifying the main idea of the passage with very long sentences. This is because they had to consider anything that appeared on the print, so the longer the sentence, the more difficult it would be, and the relationship of the various parts of the text would be difficult to short out. Fourth, Poor Reading Strategy.

Based on the result of interview, from 10 students, there where 6 students who had poor in reading strategy. When they can not find the main idea, they just rely on their feeling to answer the question. The last, the researcher gets 0,30 % or 10 students had difficulties in finding main idea about understanding the meaning.

B. Discussion

1. Students Ability in Finding the Main Idea of English Test

The data has been collected from the test and interview are processed and describe in findings. Then the data also need was analyzed and reported based on the order of issues that had introduced earlier in this study.

Based on interview research that teacher reported that the students lack of students' interest and lack of vocabulary knowledge, it can be approved from the students' mean score. The mean score on the grade eleventh religion class 1 (IA 1) is 68 and The mean score on the grade eleventh religion class 2 (IA 2) is 69 According to David P.Haris (1969,p.134), students ability in finding the main idea of English text are fair. Because the students score is under standard of minimal criteria (KKM) in that school.

2. Students' Difficulties in Finding Main Idea of English Text

The researcher distributed the interview consisting of 6 questions. It was aimed to find out the students' difficulties in finding main idea of English text. The interview was administered outside of

the classroom to avoid the interference from other students and to maintain the concentration of the students being interviewed. In this process, the researcher interviewed the students who had low score in reading test. Low score here means standard of minimal Criteria thoroughness. The standard of minimal Criteria thoroughness in this school is 70. In reading test, if the students got low score it means that the students had trouble in reading test especially in finding main idea. The result of students' difficulties is explained in the following table:

Table 4.6

Distribution of Interview

No	Students' Problems	Frequency
1	Lack of Students Interest	4
2	Lack of Vocabulary Knowledge	10
3	Length of the Sentence	6
4	Poor Reading Strategy	6
5	Understanding Meaning	10
Total		36

In according with the previous researches explained in Chapter 2, Mc Whorther (1989: 345-349) classifies the factors that influence comprehension into three general categories, that is: text characteristic, reader chracteristic, and reader's purpose. Here is a piece of stdents' problems in finding main idea of reading text:

a. Lack of Students Interest

Interest is probably does not directly influence the damage in identifying the main idea of the text, but it does influence the students in getting the effort in accomplishing the task.. As Brown (1787:269) 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. From the result of interview, there were 4 students who had less interest in reading activity. The less of interest is much influenced the inability of the students in reading.

The students said that reading is a difficult task, It happend because the text containing many difficult words and it makes the students feel bored when they reading it caused they do not know what they read is. The students in Class XI (IA) only read the text if the teachers assign tasks to them. The students' less of interest in reading makes them is not serious to identify the main idea of the reading test. If students' reading interests are weak, their competency grows little and their quality as readers diminishes.

b. Lack of Vocabulary Knowledge

Reading comprehension and vocabulary are closely related. The ability to decode or identify and pronounce words is self-

evidently important, but knowing what the words mean has a major and direct effect on knowing what any specific passage means. Students with a smaller vocabulary than other students comprehend less of what they read and it has been suggested that the most impactful way to improve comprehension is to improve vocabulary.

Vocabulary refers to the words we must understand to communicate effectively. Educators often consider four types of vocabulary: listening, speaking, reading, and writing. Listening vocabulary refers to the words we need to know to understand what we hear. Speaking vocabulary consists of the words we use when we speak. Reading vocabulary refers to the words we need to know to understand what we read. Writing vocabulary consists of the words we use in writing. Vocabulary plays a fundamental role in the reading process, and contributes greatly to a reader's comprehension.

A reader cannot understand a text without knowing what most of the words mean. Students learn the meanings of most words indirectly. Other words are learned through carefully designed instruction. Hedge (2000: 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.

In line with the statement above, we can conclude that vocabulary is one of major component reading skill which it is too difficult for the students' second or foreign language. Without understanding the meaning the words or have a limited vocabulary knowledge, it will make the students difficult to understand about the content of text. Thus, activating prior knowledge and applying word recognition are very useful used in reading. In this analysis there are 0,30 % from 10 students who had difficulties in finding main idea of English text that is lack of vocabulary. From 10 students, all of students had lack of vocabulary.

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.

c. length of the sentence

The problems, the students had problem in identifying the main idea of the passage with very long sentence. From 10 students, 6 of them said that they had problem in identifying the main idea of the passage with very long sentences. This is because they had to consider anything that appeared on the print, so the longer the sentence, the more difficult it would be, and the relationship of the various parts of the text would be difficult to short out.

This is also the reason for the students to get the long sentence more difficult compared to the short sentence. 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). it means length of the sentences is one of students' difficulties in finding main idea. Because when the students found main idea in long text they used skimming strategy.

d. Poor Reading Strategy

The other factor that also inhibiting the students in getting main idea of the text was poor reading strategy that was employed by the students in trying to finish the task. The students were wrong thinking that anything appears in the print must be true valuable, and worth reading. The students, therefore, read the whole passage to get the main point. They also believed that to

comprehend the text, nor to find the main idea of the text, they must first comprehend every word in the text. This assumption lead the students in spending more time looking up for word, they stop at each unfamiliar words, afraid to go on for fear of missing something.

The idea that some words in a text maybe ignored or skipped was certainly strange to the students. Indeed, we need to understand enough of the text to suit our purpose in reading, but we do not need to read or understand every word. Students are required to understand completely when necessary but it is wasteful to read with the same amount of care. So when applied to reading the overall overview of the text, a reader better to do it by picking out the main points rapidly, and discarding what is not essential or relevant to that general picture. Based on the result of interview, from 10 students, there where 6 students who had poor of reading strategy. When they can not find the main idea, they just rely on their feeling to answer the question.

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. It means poor reading is one of students' difficulties in finding main idea at English text.

e. Understanding Meaning

When the researcher interviewed the students, the researcher found 0,30 % or 10 students had difficulties in finding main idea about understanding the meaning. According to Joseph (1995:1172) when students exhibit difficulty understanding and deriving meaning from text, the instruction on comprehending needs to be provided.

Difficulties in 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.