

**THE DIFFICULTIES FACED BY THE SECOND GRADE STUDENTS OF SMA
MUHAMMADIYAH 9 PERUMNAS MAKASSAR IN IDENTIFYING THE MAIN
IDEA OF AN ENGLISH PARAGRAPH
(A Descriptive Research)**



A THESIS

*Submitted to the Faculty of Teachers Training and Education Makassar
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for the Degree of Sarjana Pendidikan*

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2019



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MOTTO

“When the way to the Milky Way is blocked, don’t hesitate to strive hard and head straight to your future. With only a single ticket to journey throught the milky way, you better not lose the ticket”



ABSTRACT

INDRA RUKMANA SARI, 2019.*The Difficulties Faced by the Second Grade Students of SMA Muhammadiyah 9 Perumnas Makassar in Identifying the Main Idea of an English Paragraph (A Descriptive Research).* Supervised by Dr. H. Bahrin Amin, and FarishaAndiBaso. A thesis of English department, the faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

The objective of this research was to find out the students ability in identifying the main idea of an English paragraph and difficulties faced by the second grade students in identifying the main idea of an English paragraph. The instruments of this research were test and questionnaire.

The population of this research was the second grade students of SMA Muhammadiyah 9 Perumnas Makassar. Which consist of 29 students (1 class). It applied sampling technique. Then the total number sample was 37 students.

Based on the result of test given, the second grade students of SMA Muhammadiyah 9 Perumnas Makassar in identifying the main idea of an English paragraph in context correctly, it was prove by total mean score 8.16 or classified as good. It is according the findings of data analyses the students have difficulty in finding the main idea. In data questionnaire given, some aspects made the students were feeling difficult in learning English because it has many rules in finding main idea.

Keyword: Reading Skill, Identifying the Main idea.

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3. UmmiKheratySyam, S.Pd.,M.Pd. the Head English Education Department of FKIP UNISMUH Makassar.
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Hopefully, this thesis will be useful for many people who Allah the almighty needed may bless us. Amin.

BILLAHl FiiSabililHaqFastabiqulKhaerat.

Makassar, February 2019

The Researcher

INDRA RUKMANA SARI

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CHAPTER I

INTRODUCTION

A. Background

Reading is one of the important aspects in English teaching and learning. It is very important because the fact shows that global dissemination (e.g: print information) is very dominant nowadays. It is an integral part of our personal and working lives. Reading skill is a part of receptive skill which is given priority. By reading, the people can improve their knowledge. Reading ability is believed as one effective tool to acquire various written information including science and technology. Through reading we can enhance our experience, develop new concept, solve our problem and see the changes in the world.

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 the second grade of SMAMuhammdiyah9Perumnas Makassar. According to Cooper (1986:11), 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.

Davenport (2007:61) stated that common types of question found in reading comprehension include: 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. Answer 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), and 6. Extending limited information given by the author to a logical conclusion using 3 inference (inference meaning). From the types of question found in reading comprehension, identifying main idea is focused on the objective in this research.

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.

According to Dwiarti (2005) at SMU Kosgoro Sekampung East Lampung. She was found 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. Therefore, the objectives of this research are (1) to find out students' problems in finding main idea, (2) to find out students' perceptions toward a reading test.

The fact from other research that students are very difficult to comprehension the reading text material, especially in senior high school in SMA

Muhammadiyah 9 Perumnas Makassar still far from satisfaction. It is seen from Hidayah (2014: 2) who stated that the students find some difficulties to comprehend, such as they don't understand the content of the materials, what the text about, and hard to find main idea of every paragraph. Afterwards, it can also to see from the research's experience to doing research in SMA Muhammadiyah 9 Perumnas Makassar.

Therefore, this research is expected to find out the difficulties faced by the second grade students in identifying the main of an English paragraph. So, the researcher would like to conduct a research entitled "The Difficulties Faced by The eleventhGrade Students of SMA Muhammadiyah 9 Perumnas Makassarin Identifying The Main Idea of an English Paragraph."

B. Problem Statement

Based on the background above, the researcher intended to answer the research question;

1. What are the students difficulties faced by the eleventh gradeof SMAMuhammadiyah 9 Perumnas Makassar in identifying the main idea of an English paragraph?
2. How is the students ability to identify main idea of the SMA Muhammadiyah 9 Perumnas Makassar?

C. Objective of the Research

The aim of this researcher were:

1. To know the students difficulties at the eleventhgrade students of SMA Muhammadiyah 9 Perumnas Makassar in identifying the main idea of an English paragraph.
2. To know the students ability at the eleventh grade students of SMA Muhammadiyah 9 Perumnas Makassar in identifying the main idea of an English paragraph.

D. Significance of the Research

The researcher hoped that this study would be useful for the teachers, students and also the other researchers who read the results of the study.

1. The results of this study is hoped to be useful in the English teaching especially in identifying the main idea.
2. The researcher hoped the students would be able to identify the main idea well after they are given information about errors that they always commit.
3. This study was hoped to be able to help the readers or other researchers to do the same related researches.

E. Scope of the Research

Based on the research problem above, the scope of the research were the students' ability and difficulties faced by the students in identifying the main idea of an English paragraph. The paragraph that was used to identifying the student's difficulties is a descriptive paragraph.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

There were several research findings which were related to this research as follows:

1. Mauli (2014) '*An Analysis of students problems in finding the main idea of reading text at the second grade of MTsN 1 Kotabumi*', in her research at class VIII A MTsN 1 Kotabumi stated that there were six students' problems faced in finding the main idea: lack of students interest, lack of vocabulary knowledge, length of the sentence, poor reading strategy, grammatical confusion, and ignorance of paragraph component. The result of questionnaire can be concluded that the students class VIII A still gets difficulties in finding main idea because they do not know what the main idea is and many difficult words make them confused to find main idea of reading text.
2. Ibrahim (2014) in his journal stated that the students' test score of doing UN test model is statistically increased significantly.
3. Yuniarti (2013) '*Improving the student's reading comprehension through know-want-learn technique at eleventh grade of SMA Negeri 1 Sanden*'. In her research stated that the result of two cycle show that the use of

know-what-learn technique is effective to improve the student's reading comprehension.

Based on the several research findings above, the researcher concluded it is necessary to analyze the students' difficulties in identifying the main idea of an English paragraph through this research. All of them are kinds of Classroom Action Research which aims to improve the students' achievement in writing descriptive paragraph. On the other hand, the researcher will try to conduct a different research study. It is of descriptive research aims to find out the Difficulties Faced by The Second Grade Students of SMA Muhammadiyah 9 Perumnas Makassar in Identifying The Main Idea of an English Paragraph.

B. Pertinent Ideas

1. The Concept of Reading

A. Definition of Reading

Reading has various definitions: it depends on the variety of people's point of view, so the writer presents as follow definition of reading:

Shiver in Halmawati (2015:5) argues that reading is the way a person gets information from written letters and words.

According to Hugson in Somadayo (2013 : 115) states that reading is a process that is carried and used by the reader to gain the message that the author trying to convey through words in written language. That is an activity of the reader to process the written words to be understood and recognized the meaning.

According to Ruspita (2010 : 125), reading is a complex activity to construct text meaning based on visually encoded information. It is a receptive skill as the way in which people extract meaning from the discourse they see.

It is different with Anderson in Lestari (2012 : 1), describes reading as important skill because students will make good progress and achieve well development in all academic areas with strengthen reading skill.

Reading is one of basic communicative skill, but it has very complex process. It can be say that, reading in which reader find information given by the writer in the written form. In this case, reading can be said as an interactive process, check, and ask question what the text.

Based on the some explanations above it can be drawn that reading is a complex activity that consist of two related process those are recognition for that written language and comprehension for getting idea in passage.

B. Kinds of Reading

According Smith in Azis (2015: 8) there are three kinds of reading such as:

a. Reading Aloud

b. Reading aloud is kind of reading that is expressing orally every word in the text. Reading aloud is important device that cannot be over look in achieving the goal because it is great aid in the developing our habits to practice in reading aloud. The students will get experience as many times as possible.

c. Silent reading

Means that read by heart where there is no voice express. It is usually done to comprehend the text in reading comprehension process. Silent reading tends to reinforce the reader to find out the meaning of the words. This kind of reading leads the reader to better comprehension.

d. Speed reading

Speed reading Is reading faster to get idea to answering some specific question. This kind of reading is use to improve speed and comprehension in reading. This skill is very important for students. This skill of speed reading must run side comprehension. The rate of reading speed however, depends on the kinds of reading material.

According to Harimin (2010:8) that there are three kinds of reading, they are as follows:

1) Independent Reading

Students read silently by themselves and at their own pace. The selections must be at students' reading level in order for them to comprehend what they are reading.

2) Reading Aloud to Students

Teachers use the interactive read-aloud procedure to share selections that is appropriate for students' interest level.

3) Guided Reading

Teacher scaffold students' reading to reach reading strategies. Guided reading is conduct with small groups of students who read at the same level.

4) Shared Reading

Students follow along as the teacher reads a selection aloud. Primary-grade teachers often use big books-enlarged versions of the selection-for share reading.

C. Aims of Reading

According to Anderson in Amir (2014 : 15) that there are seven aims of reading, reading, reading for details and fact, reading for main ideas, reading for sequence of organization, reading for inference, reading for classifying, reading for evaluating, and comparing of contest.

1. Reading for details and fact is reading to know what is done by the subject of the story.

2. Reading for main ideas is reading to get the problem statement.
3. Reading for sequence of organization is reading to know each parts of the story.
4. Reading for inference is reading to know what is the writer meant by it is story
5. Reading for classifying is reading to find unusual things.
6. Reading for evaluating is reading to know the value of the story.
7. Reading for comparing of contest is reading to compare the way of life the story with the way of life of the reader.

D. The Reason For Reading

According to Harmer (2010;12), there are some reasons for reading.

They are:

- a. Reading is Learning Language

Reading is an exercise by the eyes and brain. The eyes receive messages and the brain has to work out the significance of those messages.

- b. Reading for information

In most cases, reading for information is relevant to accurate study of the reader. They read to find information to reduce their uncertain.

- c. Reading for pleasure

Reading for pleasure is done without other people's order, according to individual's reader's wish, preference, intellectual demand and cultural development.

2. The Concept of Paragraph

A. Definition of Paragraph

Hornby in *israel insan* (2013:22) expressed that a paragraph is a division or a group of sentence dealing with main idea of a piece of writing started on a new on line.

Saraka in *israel insan* (2013:23) stated that "paragraph" is derive from the Greek words "para" and graphein" means the writing. In this sense paragraph refers to a piece of writing in which the paragraph stars to the reader a new kind of materials will come on.

Mc. Whorter in *israel insan* (2013:23) says that paragraph is a group of relate sentences about of relate sentences about a single topic. It has four essensial parts: topic, idea, details and transitions.

B. The Characteristic of Effective Paragraph

Saraka in *israel insan* (2013:23) stated that there are four main characteristic of an effective paragraph, namely unity, completeness, order and coherence.

1) *Unity*

A paragraph has unity if every sentence develops one central idea. A paragraph doesn't have unity if initial sentence that not develop or support tha main idea of the paragraph unity means

oneness. The oneness of paragraph is derived from the development one of idea.

2) *Completeness*

A complete paragraph provides information well enough develop to convince the reader of its thrusts.

3) *Order*

Order in paragraph can be achieved by presenting the information of paragraph in a desirable sequence. The order of paragraph depends on the subject matter, and the purpose of writing

4) *Coherence*

The word “Coherence” means sticking together and paragraph should stick together too. That’s why the reader must be able to follow a long from sentence within the paragraph and from paragraph to paragraph all the sentences logically follows the order.

3. The Concept of Descriptive Paragraph

A. Definition of Descriptive Paragraph

Cambrooke (2016) in her research stated descriptive paragraph is a group sentences that cover a single topic is paragraph. However, a descriptive paragraph will describe a particular situation.

For example, a descriptive paragraph explains how person looks or how a person may behave.

Neeld in Sartika, (2011 : 17) defined description paragraph is a paragraph that describe about people, place, and object. Description appears in almost writing because writers try hard to create word image of ideas that convey.

Little in Muliana, (2012 : 19) defined a descriptive paragraph is a word picture, it means that the readers can imagine the object, place, or person in his/her mind. Besides, it helps the reader to visualize and understand and sensation or emotion.

According to Hayden in Arifin (2014 :10), description reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness, or fear. It used to create a visual image of people, places, even of units of time days, times of day, or seasons. It may also to describe more than the outward appearance of people. It may tell about their traits of character or personality.

In a descriptive paragraph, the writer uses sensory details such as sights, sounds, smells, tastes, feelings, and textures to create vivid images in the reader's mind. An experienced writer relies on sense memories of a specific experience to call to mind these details. In addition, the writer often uses spatial order to create a clear visual image of a person, place, object, or scene: the location or arrangement in space from top to bottom, bottom to top, right to left, left to right, near to far, far to near, inside.

B. Generic Structure of a descriptive paragraph

Descriptive paragraph is intended to describe place, person, and thing so that the reader will be able to visualize the descriptions. Writing descriptive

paragraph, generally you have to regard as the following generic structure of descriptive paragraph:

a) Identification

Identification is a part in which you identify or write the recognition; moreover, it can be a general statement about place, person, or thing that you want to describe.

b) Descriptions

Descriptions are vivid details of place, person, or thing that you want to describe so that the reader can easily imagine or picture the descriptions, or they can feel that they involve in the experience.

c) Conclusion

The last part of descriptive paragraph is optional (i.e. it may be included or not). In this part, you conclude the paragraph or restate the identification or general statement. Evans in Ida thesis (2000;42)

C. Characteristic of Good Descriptive Paragraph

According to Smalley and Ruetten (1985: 27), descriptive paragraph is a paragraph that explains something from where the objects being described are located which is called spatial organization. In short, in descriptive paragraph you have to make the location of the object being described very clear. Descriptive paragraph has some characteristics. It has two generic structures, they are identification, and description in parts or each characteristics. The generic structures of descriptive paragraph are almost the same with report paragraph.

What make different between report and descriptive is the scope of the written object. Report will be discussed in general. While particular and more specific.

Descriptive paragraph uses linking verbs such as look like, to be, seems, smell, taste, has, have, etc. it also uses preposition with spatial order like in, on, down, above, over, beneath, under, between, etc. the kind of tense which is used are simple present tense, past tense, future tense, and present continuous tense; it depends on the scope of paragraph itself. Sometimes, descriptive paragraph also uses analogy and metaphor. If you want to write a paragraph of descriptive, at least it must have four main components in the structure, supporting sentence, concluding sentence and logical development.

Therefore, descriptive paragraph can be concluding as the way of descriptive paragraph in showing thing is based on the objective fact of the thing. It describes the specific thing simply as the thing is.

4. Concept of Main Idea

The main idea of passage or reading is the central thought or message, in contrast to the term *topic*, which refers to the subject under discussion, the term *main idea* refers to the point or thought being expressed (Mangrum and Strichart in Halmawati2015:24).

According to Harmer in Suriadi (2015 :15) that every paragraph has a main idea, or topic, that tell us what the paragraph will be out. Often, you will find the main idea talked about in the first or second sentences of a paragraph. Supporting ideas usually follow the main idea. Sentences containing supporting idea explain or give us more information about the main idea.

According to Roell (2011:1) that Finding the main idea of paragraph along with making an inference or understanding vocabulary words in context is one of the reading skills needed to master before taking the reading comprehension section on any standardized test. Summarize the passage and look for repetition of ideas were two ways founded main idea.

5. Conceptual Of Framework

The theory which supports this research can be shown in logical and clear relationship in the following framework:



Figure 2.1 Conceptual Framework

The conceptual framework above describe the research will use to kinds of test namely essay test and questionnaire and the result of these test will be analyzed to know difficulties and ability of the students in analyzing of the descriptive paragraph.

CHAPTER III

RESEARCH METHOD

A. Research Design

In doing this research, the researcher employed a descriptive method where the data analyze through a test and questionnaire. The test was used to analyze the students' ability in identifying the main idea of an English paragraph. The questionnaire was used to know the students' difficulties in identifying an English paragraph.

B. Research Variable and Indicator

The variable of this research was identifying the main idea of an English paragraph. Then, the indicator of this research using a descriptive paragraph.

C. Population and Sample

1. Population

The population of this research was the Secondgrade students of SMAMuhammadiyah 9 Perumnas Makassar. There five classes and every class consisted of 29 students', so the number of students was 127 students'.

2. Sample

As Arikunto (2006;134) stated that if the population is less than one hundred, the subject should be taken entirely. Therefore, the researcher was taken only one class as the representation of the whole classes which will be chosen randomly of the second grade students as the subject of the research. It was kind of clustering random sampling where name of each classes was written down in a piece of paper the group of paper would be mixed (lot). The three names of class which will be go out first are going to be sample of the research. So, the total number of sample was 37 students.

3. Research Instrument

In conducting this research, the researcher used a test and questionnaire as an instrument of the research. The test was used to analyzed the students ability in identifying the main idea of an English paragraph. Meanwhile, the questionnaire was used to know the students difficulties in identifying the main idea of an English paragraph.

This researcher focused on analyzing the students' ability and difficulties in identifying the main idea of a descriptive paragraph only. The students' were given a test to read a descriptive paragraph and they are asked to identify the main idea of the descriptive paragraph. Then, the questionnaire distributed to the students after the test were done. The researcher used a closed questionnaire. And the questionnaire consists of 15 items.

4. Procedure of Collection Data

1. Test

In collecting data, the researcher followed the following procedure:

- a. The researcher distributed test.
- b. The researcher explained how to do test.
- c. The students were given fifty minutes to do the test.
- d. The researcher collected the students answer.

2. Questionnaire

- a. The researcher explained to the students about the questionnaire.
- b. The researcher distributed the questionnaire to the students.
- c. The researcher gave fifty minutes to the students to answer the questionnaire.
- d. The researcher also gave questionnaire to the students to the responds to a series of statements by indicating whether one Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) with each statement. Each response was associated with a point value and individuals score which any determined by summing with value a point of each statement. The point value was assigned to response the positive statements and negative statements.

Table 1.Likert Scale

Items	SA	A	UN	D	SD
Positive Statements	5	4	3	2	1
Negative Statements	1	2	3	4	5

Source: (Azwar, 1995: 140)

- e. The researcher collected the data from respondents.
- f. The researcher concluded all of the data.

3. Technique of Data Analysis

1. To collect the data test, the researcher used the following formula :

- a. To analyze the data from the test suitable procedures with the formula below :

Scoring the student's worksheet

$$X = \frac{\text{students correct answer}}{\text{number of item in test}} \times 10$$

Where:

X = the student's final score

Gay (1981: 298)

Then, calculating the mean score of the students

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{x} = Mean Score

$\sum x$ = Sum of Score

N = Number of Subject

Gay (1981: 298)

Scoring Criteria for main idea

No.	Criteria	Score
1.	The answer includes a clear generalization that states or implies the main idea	4
2.	The answer states or implies the main idea from the story	3
3.	Indicator inaccurate or incomplete understanding of main idea	2
4.	The answer include minimal or no understanding of main idea	1
5.	No answer	0

Harmer (1953:33)

- b. The scores of the students were classified into seven levels of qualification as follows:

No	Rates of score	Categories
1.	9.6-10	Excellent
2.	8.6-9.5	Very good
3.	7.6-8.5	Good
4.	6.6-7.5	Fairly good
5.	5.6-6.5	Fair
6.	3.6-5.5	Poor
7.	0.0-3.5	Very poor

(Layman, in nirwana)

2. Data obtain from the questionnaire

- a. To analyze rate percentaged of students' difficulties and students' questionnaire in identifying the main of anEnglish paragraph the following formula:

The researcher used percentage technique then following the formula below:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

f = Frequency

n= Number of sample

(Sudjana in Syarifuddin, 2012:25)

CHAPTER IV

FINDINGS AND DISCUSSIONS

Finding of the research and described more about the findings. The findings of the research deal with the answer of the research question about the students' difficulties and ability to identify the main idea. And the discussion section further information was given also by the researcher. This chapter consists of two section namely finding and discussion.

A. FINDINGS

The findings of the research were based on the research question's answer. The research question consisted of two sections; the question about the students' difficulties and the students' ability to identify the main idea.

A. The Data through Questionnaire

The questionnaire distributed to the second grade students of SMA Muhammadiyah 9 Perumnas Makassar as the sample which consisted of 37 items.

The following presentation described further explanation about the items of questionnaire.

1. Classification of student's questionnaire for each item

a. Item 1

The students' enjoy reading English test.

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	12	32.43%
2.	Agree	13	35.13%
3.	Undecided	6	16.22%
4.	Disagree	3	8.10%
5.	Strongly Disagree	3	8.10%
Total		37	100

Based on the table above, the researcher can conclude by the second grade students of SMA Muhammadiyah 9 Perumnas Makassar. There are 12 students (32.43%) are classified Strongly Agree', and 13 students (35.13%) are classified Agree, while 6 students (16.22%) are classified Undecided, and 3 students (8.10%) are classified Disagree', and Strongly Disagree'. Most of the students' agree (35.13) with enjoying learning of English

b. Item 2

Reading was boring

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	20	50%
2.	Agree	15	40.45%
3.	Undecided	1	2,70%
4.	Disagree	1	2,70%
5.	Strongly Disagree	-	-
Total		37	100

Based on the table above, the researcher can conclude by the second grade students of SMA Muhammadiyah 9 Makassar. There are 20 students (54.05%) are classified Strongly Agree, and 15 students (40.54%) are classified Agree, while 1 student (2,70%) are classified Undecided', 1 students (2,70%) are classified Disagree', and none of them (0%) is classified Strongly Disagree. Most of them Strongly Agree (54.05%) with reading was boring.

c. Item 3

The students' did not know what the Main idea is

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	9	24.32%
2.	Agree	15	40,54%
3.	Undecided	3	8.10%
4.	Disagree	6	16.22%
5.	Strongly Disagree	4	10.81%
Total		37	100

Based on the table above, the researcher can conclude by the second grade students of SMA Muhammadiyah 9 Perumnas Makassar. There are 9 students (24.32%) are classified Strongly Agree, and 15 students (40.54%) are classified Agree, while 3 students (8.10%) are classified Undecided, 6 students (16.22%) are classified Disagree, and 4 students (10.81%) are classified Strongly Disagree. Most of them Agree (40.54%) with did not know what the main idea is.

d. Item 4

The students' know the effect of the location of the main idea in the test.

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	9	24,32%
2.	Agree	18	48.64%
3.	Undecided	4	10.81%
4.	Disagree	3	8.10%
5.	Strongly Disagree	3	8.10%
Total		37	100

Based on the table above, the researcher can conclude by the second grade students of SMA Muhammadiyah 9 Perumnas Makassar. There are 9 students (24.32%) are classified Strongly Agree, and 18

students (48.64%) are classified Agree, while 4 students (10.81%) are classified Undecided, 3 students (8.10%) are classified Disagree and classified Strongly Disagree.

e. Item 5

Repeated sentence make students' confused

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	4	10.81%
2.	Agree	9	24.32%
3.	Undecided	9	24.32%
4.	Disagree	6	16.22%
5.	Strongly Disagree	8	21.63%
Total		37	100

Based on the table above, the researcher can conclude by the second grade students of SMA Muhammadiyah 9 Perumnas Makassar. There are 4 students (10.81%) are classified Strongly Agree, and 9 students (24.32%) are classified Agree and classified Undecided, 6 students (16.22%) are classified Disagree, and 8 students (21.63%) are classified Strongly Disagree.

f. Item 6

Pay attention to Main idea

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	2	5.40%
2.	Agree	7	18.91%
3.	Undecided	13	35.13%
4.	Disagree	10	27,02%
5.	Strongly Disagree	5	13,51%
Total		37	100

Based on the table above, the researcher can conclude by the second grade students of SMA Muhammadiyah 9 Perumnas Makassar. There are 2 students (5.40%) are classified Strongly Agree, and 7 students (18.91%) are classified Agree, while 13 students (35.13%) are classified Undecided, 10 students (27.02%) are classified Disagree, and 5 students (13.51%) are classified Strongly Disagree.

g. Item 7

Lack of vocabularies that students' know

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	4	10.81%
2.	Agree	12	32.42%
3.	Undecided	12	32.43%
4.	Disagree	6	16.22%
5.	Strongly Disagree	3	8.10%
Total		37	100

Based on the table above, the researcher can conclude by the second grade students of SMA Muhammadiyah 9 Perumnas Makassar. There are 4 students (10.81%) are classified Strongly Agree, 12 students (32.43%) are classified Agree and classified Undecided, 6 students (16.22%) are classified Disagree, and 3 students (8.10%) are classified Strongly Disagree.

h. Item 8

In this research, there was not found the Main idea, the students' was depend on their feeling to answer the question

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	6	16.22%
2.	Agree	14	37.84%
3.	Undecided	11	29.73%
4.	Disagree	5	13.51%
5.	Strongly Disagree	1	2.70%
Total		37	100

Based on the table above, the researcher can conclude by the second grade students of SMA Muhammadiyah 9 Perumnas Makassar. There are 6 students (16.22%) are classified Strongly Agree, 14 students (37.84%) are classified Agree, while 11 students (29.73%) are classified Undecided, 5 students (13.51%) are classified Disagree, and 1 student (2.70%) are classified Strongly Disagree.

i. Item 9

The students were difficult to translate

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	5	13.51%
2.	Agree	15	40.54%
3.	Undecided	11	29.73%
4.	Disagree	5	13.51%
5.	Strongly Disagree	1	2.70%
Total		37	100

Based on the table above, the researcher can conclude by the second grade students of SMA Muhammadiyah 9 Perumnas Makassar. There are 5 students (13.51%) are classified Strongly Agree, 15 students (37.54%) are classified Agree, while 11 students (29.73%) are classified

Undecided, 5 students (13.51%) are classified Disagree, and 1 student (2.70%) are classified Strongly Disagree.

j. Item 10

There are many sentence was difficult to found Main idea in test

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	8	21.67%
2.	Agree	17	45.94%
3.	Undecided	10	27.02%
4.	Disagree	2	5.40%
5.	Strongly Disagree	-	-
Total		37	100

Based on the table above, the researcher can conclude by the second grade students of SMA Muhammadiyah 9 Perumnas Makassar. There are 8 students (21.63%) are classified Strongly Agree, 17 students (45.94%) are classified Agree, while 10 students (27.02%) are classified Undecided, 2 students (5.40%) are classified Disagree, and none of them (0%) are classified Strongly Disagree. Most of them Agree (45.94%) was make it difficult to found main idea in test.

k. Item 11

The students was difficult to understand in English because of the content in paragraph

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	7	18.91%
2.	Agree	8	21.63%
3.	Undecided	11	29.73%
4.	Disagree	8	21.62%
5.	Strongly Disagree	3	8.10%
Total		37	100

Based on the table above, the researcher can conclude by the second grade students of SMA Muhammadiyah 9 Perumnas Makassar. There are 7 students (18.91%) are classified Strongly Agree, 8 students (21.63%) are classified Agree, while 11 students (29.73%) are classified Undecided, 8 students (21.62%) are classified Disagree, and 3 students (8.10%) are classified Strongly Disagree.

l. Item 12

Understanding tenses would make it easier for students to found the Main idea

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	6	16.22%
2.	Agree	4	10.81%
3.	Undecided	7	18.91%
4.	Disagree	16	43.25%
5.	Strongly Disagree	4	10.81%
Total		37	100

Based on the table above, the researcher can conclude by the second grade students of SMA Muhammadiyah 9 Perumnas Makassar. There are 6 students (16.22%) are classified Strongly Agree, 4 students (10.81%) are classified Agree, while 7 students (18.91%) are classified Undecided, 16 students (43.25%) are classified Disagree, and 4 students (10.81%) are classified Strongly Disagree.

m. Item 13

Students' learning technique is still monotonous so that it does not motivate students in improving the ability to found the Main idea in the test.

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	5	13.51%
2.	Agree	14	37.84%
3.	Undecided	15	4.54%
4.	Disagree	3	8.10%
5.	Strongly Disagree	-	-
Total		37	100

Based on the table above, the researcher can conclude by the second grade students of SMA Muhammadiyah 9 Perumnas Makassar. There are 5 students (13.51%) are classified Strongly Agree, 14 students (37.84%) are classified Agree, while 15 students (4.54%) are classified Undecided, 3 students (8.10%) are classified Disagree, and none of them (0%) are classified Strongly Disagree.

n. Item 14

The teacher has difficulty in determining the right learning method to teach the short length of the summary

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	6	16.22%
2.	Agree	13	35.13%
3.	Undecided	12	32.43%
4.	Disagree	5	13.51%
5.	Strongly Disagree	1	2.70%
Total		37	100

Based on the table above, the researcher can conclude by the second grade students of SMA Muhammadiyah 9 Perumnas Makassar.

There are 6 students (16.22%) are classified Strongly Agree, 13 students (35.13%) are classified Agree, while 12 students (32.43%) are classified Undecided, 5 students (13.51%) are classified Disagree, and 1 student (2.70%) are classified Strongly Disagree.

o. Item 15

Have a lot of difficult words or unfamiliar words for students

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	8	21.63%
2.	Agree	11	29.73%
3.	Undecided	5	13.51%
4.	Disagree	8	21.62%
5.	Strongly Disagree	5	13.51%
Total		37	100

Based on the table above, the researcher can conclude by the second grade students of SMA Muhammadiyah 9 Perumnas Makassar. There are 8 students (21.63%) are classified Strongly Agree, 11 students (29.73%) are classified Agree, while 5 students (13.51%) are classified Undecided, 8 students (21.62%) are classified Disagree, and 5 students (13.51%) are classified Strongly Disagree.

b. cause difficulties

1) Item no. 9 about Was difficult in translate.

The researcher found that 5 students (13.51%) are classified Strongly Agree and 15 students (40.54%) are classified Agree. While 11 students (29.73%) are classified Undecided, 5 students (13.51%) are classified disagree and 1 student

(2.70%) are classified Strongly Disagree. Most of them Agree (40.54%) with difficult in translate.

- 2) Item no. 10 about there is many sentence was difficult to found main idea in test.

The researcher found that 5 students (13.51%) are classified Strongly Agree and 15 students (40.54%) are classified Agree. While 11 students (29.73%) are classified Undecided, 5 students (13.51%) are classified Disagree and 1 student (2.70%) are classified Strongly Disagree. Most of them agree (40.54%) was difficult to found the Main idea in test.

- 3) Item no. 14 about teacher found it difficult to find the right learning method to teach the length of the summary.

The researcher found that 6 students (16.22%) are classified Strongly Agree and 13 students (35.13%) are classified Agree. While 12 students (32.43%) are classified Undecided, 5 students (13.51%) are classified Disagree and 1 student (2.70%) are classified Strongly Disagree.

- 4) Item 15 about have a lot of difficult words or unfamiliar words for students. The researcher found that 8 students (21.63%) are classified Strongly Agree and 11 students (29.73%) are classified Agree. While 5 students (13.51) are classified Undecided, 8 students (21.62%) are classified

Disagree and 5 students (13.51%) are classified Strongly Disagree.

Based on the questionnaire result above, it can see than the students able to identifying the Main idea correctly as the result of their perception who still thinks English is difficult to be learned especially in identifying the main idea. This perception appears because the teaching method which provided by the teacher which make them unable to understand it clearly. The teacher are expected to provide more interesting learning process environment in teaching about main idea and also provide some references which is easily understood by the students.

B. Test

1. The students Ability in test

Table 1 rate percentage of the students' Ability in test

No	Classification	Score	frequency	Percentage (%)
1.	Excellent	9.6-10	2	5.41%
2.	Very good	8.6-9.5	2	5.41%
3.	Good	7.6-8.5	13	35.13%
4.	Fairly good	6.6-7.5	6	16.21%
5.	Fair	5.6-6.5	6	16.21%
6.	Poor	3.6-5.5	1	2.70%
7.	Very poor	0.0-3.5	7	18.92%
Total			37	100%

The data above can also be shown the graphic below:

1.1 The Students Ability in Test

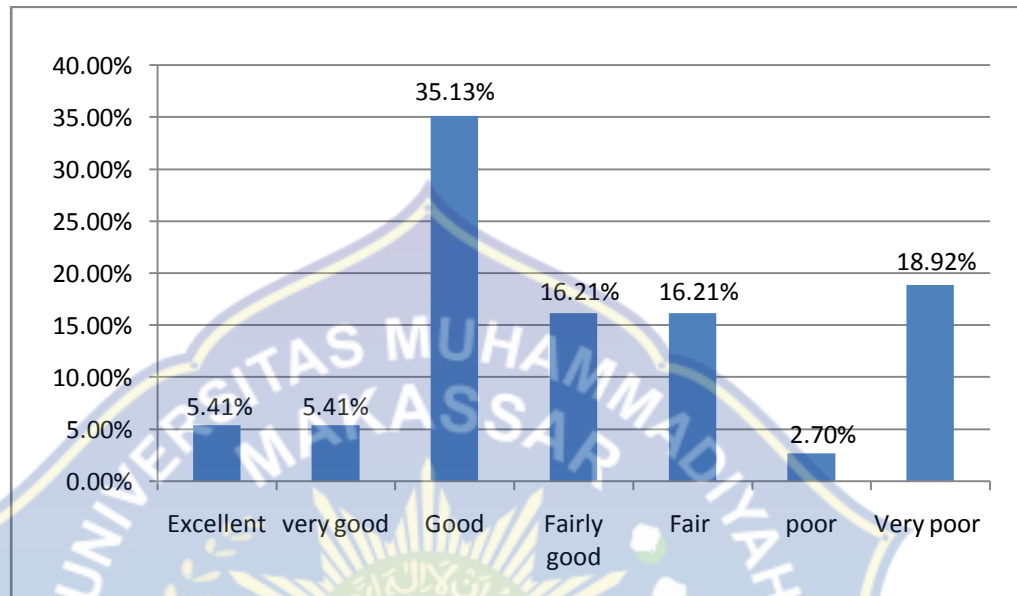


Table 1.1 the percentage of the students' Ability in Test

The data above showed that among 37 students, 2 students (5.41%) are classified as excellent and Very good, and 13 students (35.13%) are classified as good, 6 students (16.21%) are classified as fairly good and fair, 1 students (2.70%) are classified as poor, and 7 students (18.92%) are classified very poor. It can be concluded that ability of the students in is good is shown the total mean score 8.16 (see appendix D)

B. DISCUSSION

1. The discussion of The Finding through Questionnaire

There were 15 items in the questionnaire, which were divided into two categories. They were discussed in details as follows

- a) Item 1 was about students enjoying Reading English test. The researcher found that there are 12 students (32.43%) are classified Strongly Agree and 13 students (35.13%) are classified Agree. While 6 students (16.22%) are classified Undecided, and 3 students (8.10%) are classified Disagree and Strongly Agree. Most of them agree (35.13%) with they enjoy reading English test.
- b) Item 2 was about reading is boring. The researcher found that there are 20 students (54.05%) are classified Strongly Agree and 15 students (40.54%) are classified Agree. While 1 student (2.70%) are classified Undecided, and 1 student (2.70%) are classified Disagree and none of them (0%) is classified Strongly Disagree. Most of them Strongly Agree (54.05%) with Reading is boring.
- c) Item 3 the students did not know what the Main idea is. The researcher found that there are 9 students (24.32%) are classified Strongly Agree and 15 students (40.54%) are classified Agree. While 3 student (8.10%) are classified Undecided, and 6 students (16.22%) are classified Disagree and 4 students (10.81%) are classified Strongly Disagree. Most of them Agree (40.54%) with did not know what the Main idea is.
- d) Item 4 the students' know the effect of the location of the main idea in the test. The researcher found that there are 9 students

(24.32%) are classified Strongly Agree and 18 students (48.64%) are classified Agree. While 4 students (10.81%) are classified Undecided, and 3 students (8.10%) are classified Disagree and 3 students (8.10%) are classified Strongly Disagree.

- e) Item 5 repeated sentences make students confused. The researcher found that there are 4 students (10.81%) are classified Strongly Agree and 9 students (24.32%) are classified Agree. While 9 students (24.32%) are classified Undecided, and 6 students (16.22%) are classified Disagree and 8 students (21.63%) are classified Strongly Disagree. Most of them Agree (24.32%) with make them confused.
- f) Item 6 the students pay attention to main idea. The researcher found that there are 2 students (5.40%) are classified Strongly Agree and 7 students (18.91%) are classified Agree. While 13 student (35.13%) are classified Undecided, and 10 students (27.02%) are classified Disagree and 5 students (13.51%) are classified Strongly Disagree.
- g) Item 7 the students lack of vocabularies that students know. The researcher found that there are 4 students (10.81%) are classified Strongly Agree and 12 students (32.43%) are classified Agree. While 12 student (32.43%) are classified Undecided, and 6 students (16.22%) are classified Disagree and 3 students (8.10%)

are classified Strongly Disagree. Most of them Agree (%) with lack of vocabularies that students know.

- h) Item 8 in this research, there was not found the main idea, the students' was depend on their feeling to answer the question. The researcher found that there are 6 students (16.22%) are classified Strongly Agree and 14 students (37.84%) are classified Agree. While 11 student (29.73%) are classified Undecided, and 5 students (13.51) are classified Disagree and 1 students (2.70%) are classified Strongly Disagree. Most of them Agree (37.84%) with depend on their feeling to answer the question.
- i) Item 9 the students were difficult to translate. The researcher found that there are 5 students (13.51%) are classified Strongly Agree and 15 students (40.54%) are classified Agree. While 11 student (29.73%) are classified Undecided, and 5 students (13.51%) are classified Disagree and 1 student (2.70%) are classified Strongly Disagree. Most of them agree (24.32%) was difficult to translate.
- j) Item 10 there are many sentence was difficult to found for main idea in the test. The researcher found that there are 8 students (21.63%) are classified Strongly Agree and 17 students (45.94%) are classified Agree. While 10 students (27.02%) are classified Undecided, and 2 students (5.40%) are classified Disagree and none of them (0%) are classified Strongly Disagree. Most of

them Agree (45.94%) with many sentence was difficult for to found the main idea in the test.

k) Item 11 difficult to understood English because of the content in paragraph. The researcher found that there are 7 students (18.91%) are classified Strongly Agree and 8 students (21.63%) are classified Agree. While 11 students (29.73%) are classified Undecided, and 8 students (21.62%) are classified Disagree and 3 students (8.10%) are classified Strongly Disagree.

l) Item 12 understanding tenses would make it easier for students to found the main idea. The researcher found that there are 6 students (16.22%) are classified Strongly Agree and 4 students (10.81%) are classified Agree. While 7 student (18.91%) are classified Undecided, and 16 students (43.25%) are classified Disagree and 4 students (10.81%) are classified Strongly Disagree.

m) Item 13 Students' learning technique is still monotonous so that it does not motivate students in improving the ability to found the Main idea in the test. The researcher found that there are 5 students (13.51%) are classified Strongly Agree and 14 students (37.84%) are classified Agree. While 15 students (40.54%) are classified Undecided, and 3 students (8.10%) are classified Disagree and none of them (0%) are classified Strongly Disagree.

n) Item 14 Teacher found it difficult to find the right learning method to teach the short length of the summary. The researcher found that there are 6 students (16.22%) are classified Strongly Agree and 13 students (35.13%) are classified Agree. While 12 student (32.43%) are classified Undecided, and 5 students (13.51%) are classified Disagree and 1 student (2.70%) are classified Strongly Disagree.

o) Item 15 was about have a lot of difficult words or unfamiliar word for students. The researcher found that there are 8 students (21.63%) are classified Strongly Agree and 11 students (29.73%) are classified Agree. While 5 students (13.51%) are classified Undecided, 8 students (21.62%) are classified Disagree and 5 students (13.51%) are classified Strongly Disagree.

2. The discussion of the Finding through the Test

The test was used to find out the difficulties of the second grade students of SMA Muhammadiyah 9 Perumnas Makassar in identifying the main idea of an English paragraph. In this processing the students score classified into 7 levels. First level with score 9.6-10 classified as excellent, score 8.6-9.5 classified as very good. The score 7.5-8.5 classified as good, score 6.6-7.5 classified as fairly good, score 5.6-6.5 classified as fair, score 3.6-5.5 classified as poor and score 0.0-3.5 classified as very poor.

Based on the data findings showed that there were 2 students (5.41%) are classified as Excellent and Very good, and 13 students

(35,13%) are classified as Good, 6 students (16.21%) got fairly good and fair, 1 student (2.70%) are classified as Poor, and 7 students (18.92%) are classified Very Poor. In the calculation above the data, it showed that mean score of the students was 8.16. This mean score showed that their ability in identifying the main idea of an English paragraph was good.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presented the conclusion and suggestion based on the findings and discussion of data analysis.

A. Conclusion

Based on the research findings and discussions in the previous chapter, the researcher put conclusion as follows:

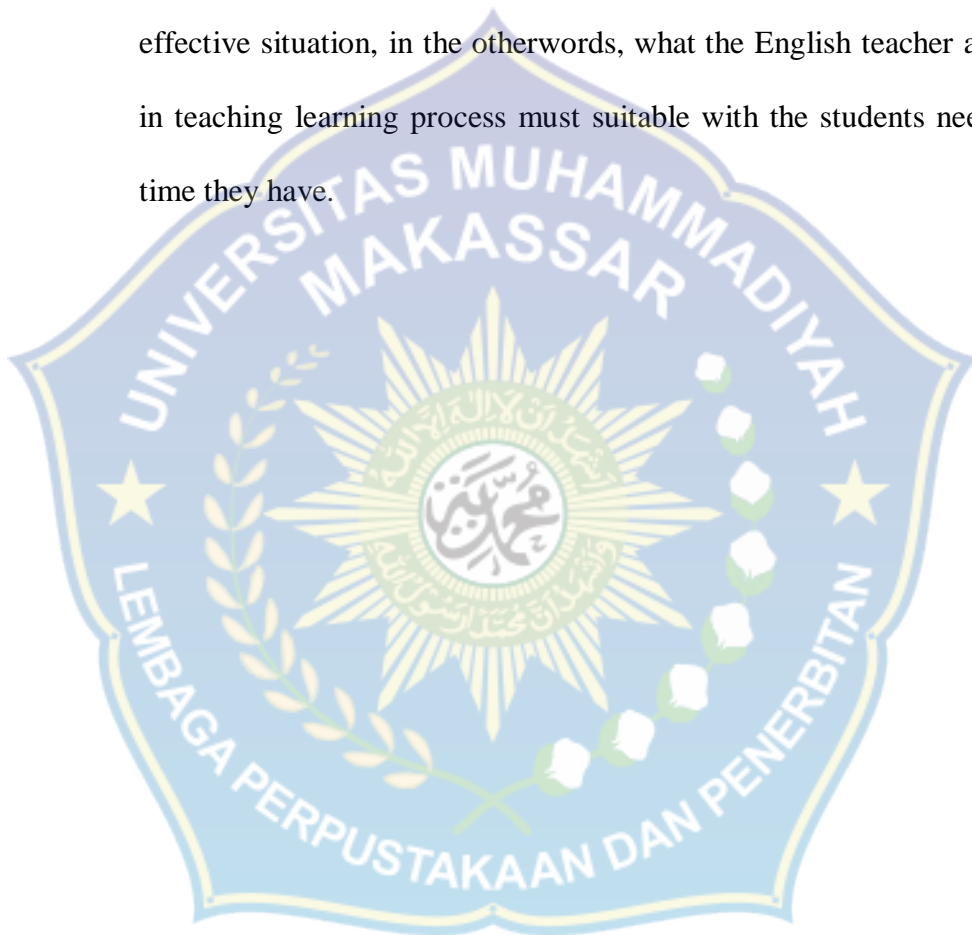
1. Based on the result of the test given, the second grade students of SMA Muhammadiyah 9 Perumnas Makassar in identifying the main idea of an English paragraph, it was proved by the total mean score 8.16 or classified as good.
2. Based on the result of questionnaire given some aspect made the students difficult in identifying the main idea, the teacher seldom giving a students to make the main idea. The students could not develop the topic given, and they had less of vocabulary, the students were difficult to find the main idea, they got difficulty in the word arrangement. That is why they have difficulty in finding the main idea of an English paragraph.

B. Suggestions

In this section, the researcher would like to give suggestion to improve student's English proficiency. Especially in finding the main idea of an English

paragraph. The suggestions below are intended to make the teaching learning process run successfully and increase its effectiveness, they are:

1. The students should improve their English in all aspects in order to the students more easy to learn English from the book, etc.
2. In teaching and learning process, the English teacher should make the effective situation, in the otherwords, what the English teacher applies in teaching learning process must suitable with the students need and time they have.



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APPENDIX A
INSTRUMENT

NAMA	:
NIM	:
NO.URUT	:

QUESTIONNAIRE

Angket ini bertujuan untuk mengetahui minat dan belajar tentang Main idea. Berilah tandacek (√) pada kolom yang sesuai dengan pendapat dan keyakinan anda pada unsur paksaan.

Keterangan :

- SS : Sangat Setuju
- S : Setuju
- RR : Ragu-Ragu
- TS : Tidak Setuju
- STS : Sangat Tidak Setuju

NO	URAIAN	S	R	T	S
		S	S	R	S

1.	Siswa senang membaca teks bahasa Inggris. Membaca itu membosankan.				
2.	Siswa tidak mengetahui apa itu Main idea.				
3.	Siswa mengetahui pengaruh letak Main idea di dalam teks. Kalimat berulang membuat siswa bingung.				
4.	Memperhatikan Main idea. Kurang nyakosa-kata yang diketahui.				
5.	Ketika saya tidak dapat menemukan Main idea, saya bergantung pada perasaan saya untuk menjawab soal.				
6.	Sulit dalam menerjemahkan.				
7.	Kalimat yang				
8.	padatkan menyulitkan siswa dalam menemukan Main idea di dalam teks. Sulit memahami bahasa Inggris karena isi bacaan paragraph.				
9.	Memahami tense				
1	akan memudahkan siswa dalam menemukan Main idea.				
0.	Teknik belajar siswa yang masih monoton sehingga kurang memotivasi siswa dalam meningkatkan kemampuan menemukan Main idea dalam teks.				
1	Guru kesulitan dalam menentukan metode pembelajaran				
1.	yang tepat untuk mengajarkan panjang pendek nyarangkuman.				
1	Banyaknya kata-kata sulit atau asing bagi siswa.				
2.					
1					
3.					

1						
4.						
1						
5.						



APPENDIXB

INSTRUMENT

NAMA :
 NIM :
 NO. URUT :

TEST

- A. *Read the paragraph below carefully and answer the question based on the text*

Losari

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest cafe in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special places so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach. Every evening hundreds of people coming to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The lengthy of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this plac, you are also free to view of out to the sea and watch the sunset slowly turns reddis in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of sandeq traditional sailboats and yachts.

In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury servise treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

(Adapted from indotravelinfo.blogspot.com)

Question:

- ✚ Mention above the main idea of each paragraph above?



INSTRUMENT

Key Answer

- ✚ **Mention the Main idea of each paragraph above:**

Answer:

Paragraph 1:

Losari beach is a beautiful beach and located on the edge city of Makassar.

Paragraph 2:

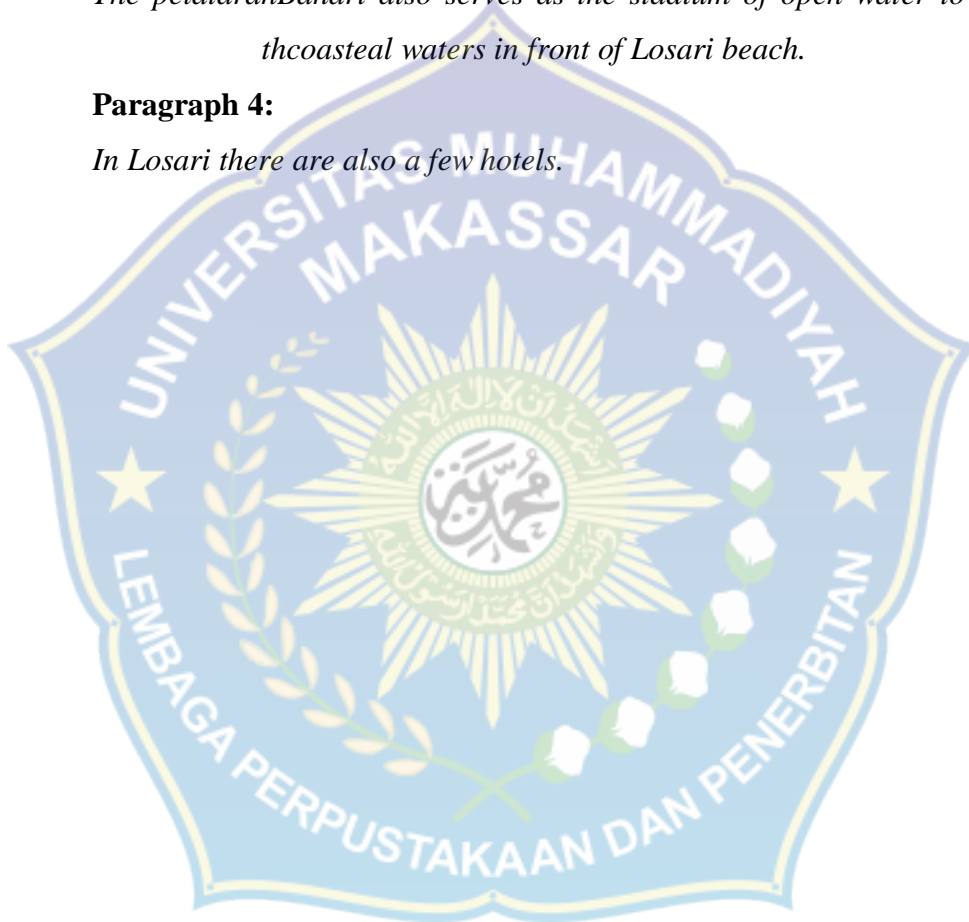
Losary is its waterfront of Makassar.

Paragraph 3:

The pelataranBahari also serves as the stadium of open water to watch thcoasteal waters in front of Losari beach.

Paragraph 4:

In Losari there are also a few hotels.



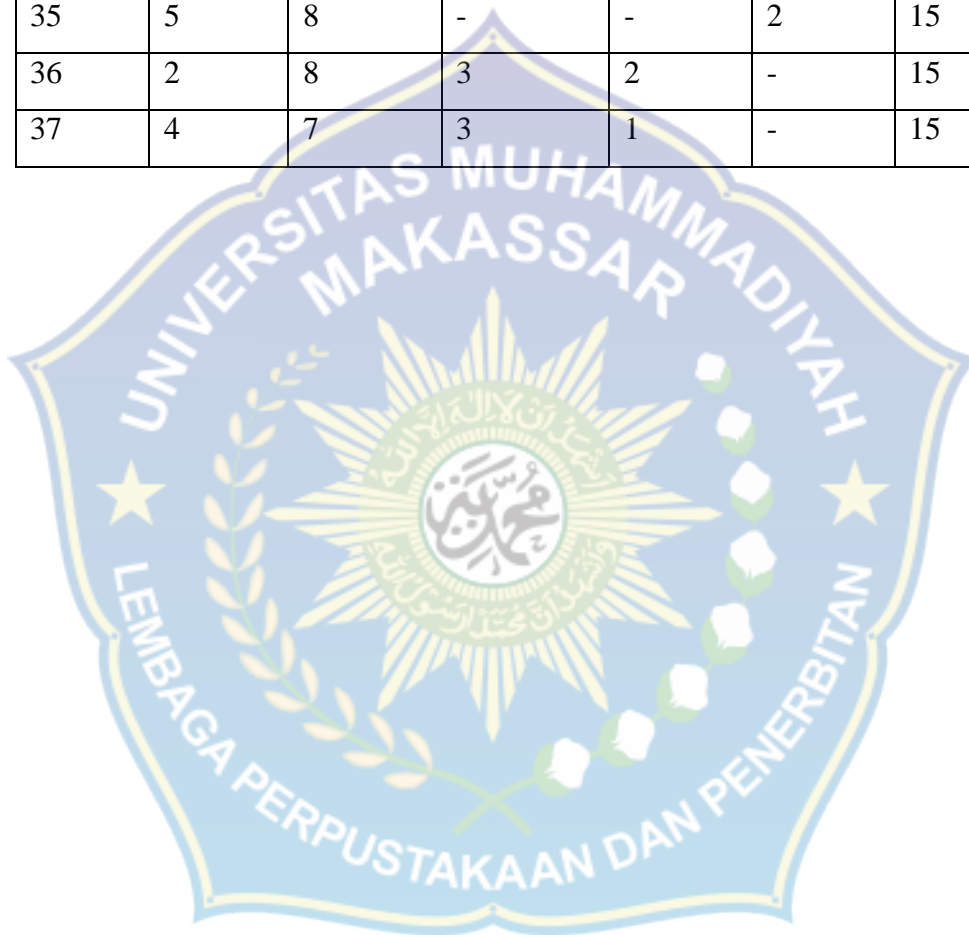
APPENDIX C

Raw score the data questionnaire

Number of	Opinion					Total
	A	B	C	D	E	

students	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
1	2	5	4	2	2	15
2	4	4	6	1	-	15
3	5	2	7	-	1	15
4	2	11	1	1	-	15
5	13	1	1	-	-	15
6	6	4	4	1	-	15
7	7	4	-	4	-	15
8	4	3	3	4	1	15
9	2	2	7	3	1	15
10	1	9	1	4	-	15
11	4	5	4	2	-	15
12	1	8	3	3	-	15
13	3	6	4	2	-	15
14	8	1	6	-	-	15
15	1	6	5	3	-	15
16	-	4	3	5	3	15
17	-	4	1	7	3	15
18	-	4	2	7	2	15
19	1	9	2	3	-	15
20	-	2	7	6	-	15
21	1	8	3	3	-	15
22	-	7	6	2	-	15
23	3	5	3	3	1	15
24	1	5	5	-	4	15
25	2	4	4	2	3	15
26	1	4	8	2	-	15
27	-	7	6	-	2	15
28	-	3	7	2	3	15

29	4	5	3	2	1	15
30	7	5	-	3	-	15
31	5	7	3	-	-	15
32	6	1	3	4	1	15
33	2	6	4	1	2	15
34	4	4	4	-	3	15
35	5	8	-	-	2	15
36	2	8	3	2	-	15
37	4	7	3	1	-	15



APPENDIXD

Percentage the data questionnaire

Number	Frequency	Total
--------	-----------	-------

of students	A	B	C	D	E	
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
1	13.33%	33.33%	26.67%	13.33%	13.33%	100%
2	26.67%	26.67%	40%	6.67%	-	100%
3	33.33%	13.33%	46.67%	-	6.67%	100%
4	13.33%	73.33%	6.67%	6.67%	-	100%
5	86.67%	6.67%	6.67%	-	-	100%
6	40%	26.67%	26.67%	6.67%	-	100%
7	47.67%	26.67%	-	26.67%	-	100%
8	26.67%	20%	20%	26.67%	6.67%	100%
9	13.33%	13.33%	46.67%	20%	6.67%	100%
10	6.67%	60%	6.67%	26.67%	-	100%
11	26.67%	33.33%	26.67%	13.33%	-	100%
12	6.67%	53.33%	20%	20%	-	100%
13	20%	40%	26.67%	13.33%	-	100%
14	53.33%	6.67%	40%	-	-	100%
15	6.67%	40%	33.33%	20%	-	100%
16	-	26.67%	20%	33.33%	20%	100%
17	-	26.67%	6.67%	46.67%	20%	100%
18	-	26.67%	13.33%	46.67%	13.33%	100%
19	6.67%	60%	13.33%	20%	-	100%
20	-	13.33%	46.67%	40%	-	100%
21	6.67%	53.33%	20%	20%	-	100%
22	-	46.67%	40%	13.33%	-	100%
23	20%	33.33%	20%	20%	6.67%	100%
24	6.67%	33.33%	33.33%	-	26.67%	100%
25	13.33%	26.67%	26.67%	13.33%	20%	100%
26	6.67%	26.67%	53.33%	13.33%	-	100%
27	-	46.67%	40%	-	13.33%	100%

28	-	20%	46.67%	13.33%	20%	100%
29	26.67%	33.33%	20%	13.33%	6.67%	100%
30	46.67%	33.33%	-	20%	-	100%
31	33.33%	46.67%	20%	-	-	100%
32	40%	6.67%	20%	26.67%	6.67%	100%
33	13.33%	40%	26.67%	6.67%	13.33%	100%
34	26.67%	26.67%	26.67%	-	20%	100%
35	33.33%	53.33%	-	-	13%	100%
36	13.33%	53.33%	20%	13.33%	-	100%
37	26.67%	46.67%	20%	6.67%	-	100%



APPENDIX E

Raw score of students' ability in identifying the main idea of an English paragraph

Number of students	Number of score maximum paragraph	Score	Final score	Classification
1	12	4	3.3	Very poor
2	12	10	8.3	Good
3	12	10	8.3	Good
4	12	12	10	Excellent
5	12	10	8.3	Good
6	12	7	5.9	Fair
7	12	8	6.7	Fairly good
8	12	7	5.9	Fair
9	12	7	5.9	Fair
10	12	10	8.3	Good
11	12	11	9.0	Very good
12	12	8	6.7	Fairly good
13	12	10	8.3	Good
14	12	9	7.5	Fairly good
15	12	7	5.9	Fair
16	12	11	9.0	Very good
17	12	4	3.3	Very poor
18	12	8	6.7	Fairly good
19	12	10	8.3	Good
20	12	10	8.3	Good
21	12	6	5	Poor
22	12	10	8.3	Good
23	12	8	6.7	Fairly good
24	12	4	3.3	Very poor
25	12	10	8.3	Good
26	12	10	8.3	Good
27	12	4	3.3	Very poor

28	12	10	8.3	Good
29	12	7	5.9	Fair
30	12	4	3.3	Very poor
31	12	4	3.3	Very poor
32	12	4	3.3	Very poor
33	12	7	5.9	Fair
34	12	10	8.3	Good
35	12	12	10	Excellent
36	12	10	8.3	Good
37	12	9	7.5	Fairly good
Total		302		Good

Mean score of the students' ability in identifying the main idea

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{302}{37}$$

$$\bar{x} = 8.16$$

DOCUMENTATION





A

P

P

E

N

D

I

C

E

S



CURRICULUM VITAE

INDRA RUKMANA SARI Was born on October 10th 1994 in Bulukumba. She is the first child from three sisters from the marriage of their parents Syakir and St.Bahariah. In 2000 the writer registered as a student elementary school SD Negeri 69 Anisia in Bulukumpa subdistrict and graduated in 2006. The next, in the same year the writer registered as a student in SMP Negeri 1 Bulukumpa also graduated in 2009. Then the writer registered in Senior High School, SMA Negeri 1 Bulukumpa and graduated in 2012. And the last, the writer registered to study English Department in Muhammadiyah University of Makassar.

