

**Exploring Students' Difficulties in Analyzing the Implied Main
Idea in Reading Text**

THESIS

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THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
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Bachelor of Education in English Language Teaching

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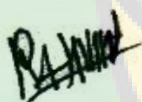
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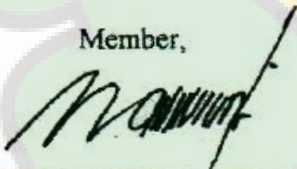
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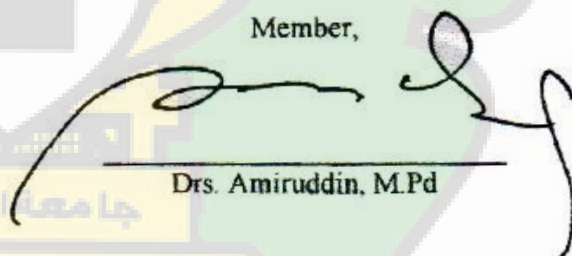
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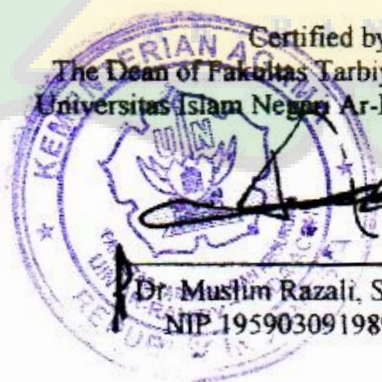
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**Exploring Students' Difficulties in Analyzing the Implied Main Idea in
Reading Text**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 27 Desember 2019



Saya yang membuat surat pernyataan,

T.M. ISRA

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Merciful and the Most Gracious. All praises belong to Allah, the Almighty and the Sustainability, for his blessings and mercies, the one and only helper who has given me such an enlightenment and strength to strive for the completion of this thesis. Moreover, peace and salutation may upon to the noblest man on earth, our prophet Muhammad SAW, his family, his companions, and his faithful followers until the day of judgement. The completion of this thesis is not apart from the helps, supports and encouragement of numerous people, institutions, colleagues and friends.

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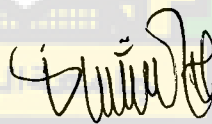
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The writer realized that this thesis is very far from perfection. Mistake is inevitable and therefore I humbly accept all critique and suggestion by any means to have me improved in the future.

Banda Aceh, December 28th, 2019



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ABSTRACT

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Thesis working : Students' Difficulties in Analyzing the Implied Main Idea in Reading Text
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Keywords : Main Idea, Difficulty, Reading

This study focused on the difficulties factors faced by the Students of fifth semester of Department of English Language Education in analysing the implied main idea in reading text. The purpose of the study were to find out the difficulties factors faced by students of fifth semester of Department of English Language Education at Ar-Raniry State Islamic University in analysing the implied main idea in reading text. The method applied was descriptive qualitative, where the questionnaire and interview were used as the instrument data collection methods. The questionnaire consisted of 20 question items and 10 items related to the difficulties factors faced by students, the 10 question items divided into 10 difficulties factors which were lack of students' concentration 95.2% (strongly agree, agree), lack of reading comprehension 100 % (strongly agree, agree), do not know the structure of the text 90.5% (strongly agree, agree), students' interest 71.5% (strongly agree, agree), has no strategy 73.4% (strongly agree, agree), do not understand the reference words 80.9% (strongly agree, agree), do not master the vocabulary 76.2% (strongly agree, agree), has no proficiency language 71.4% (strongly agree, agree), a bit basic knowledge 76.2% (strongly agree, agree), do not understand the context of a text 95.2% (strongly agree, agree). Index difficulties factors and percentage were used to analyse the data through SPSS formula. The result of questionnaire showed that the majority of students of department of English language education at Ar-Raniry State Islamic University, Aceh agreed that kinds of difficulties factors which have stated above. In addition, based on the students' responses in interview, moreover they mostly agreed that kinds of difficulties factors.

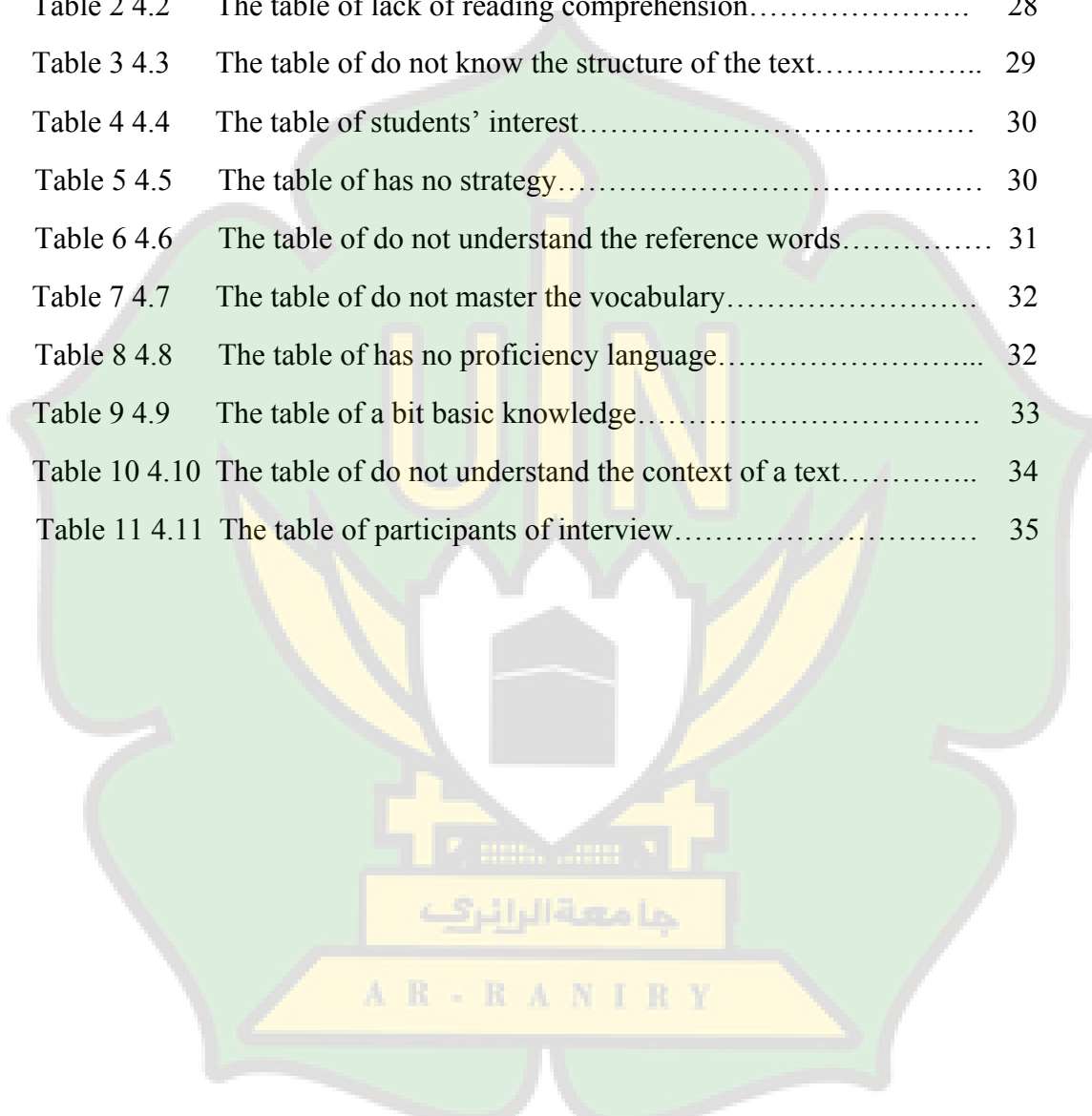
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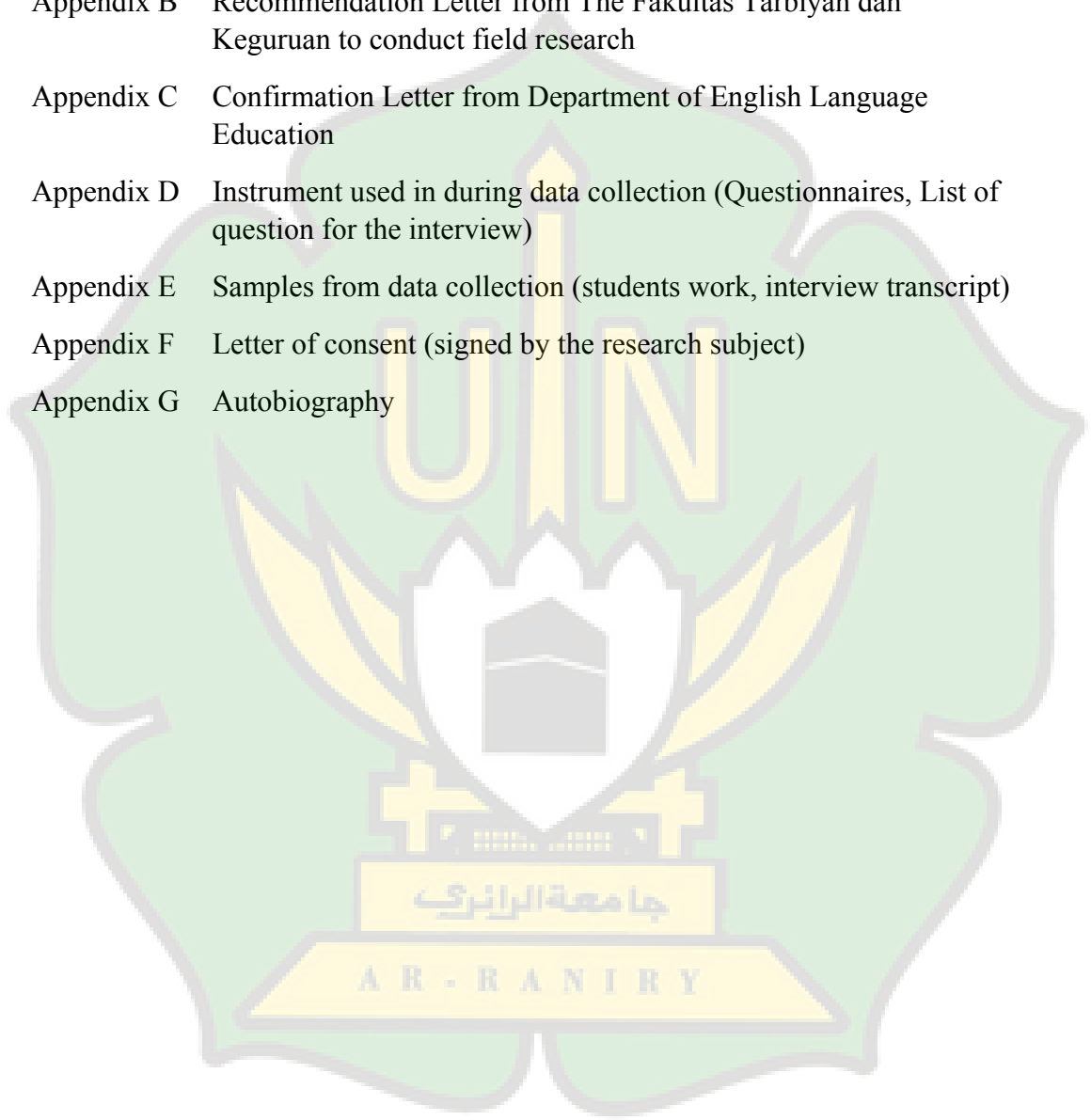
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CHAPTER 1

INTRODUCTION

A. Backgrounds of the Study

Mastery reading means that the students need to master components of reading, there are: main idea, supporting details, inferring meaning, passage structure, authors' aim, knowledge about certain vocabulary and defining vocabulary based on the context (Djiwandono, 2002). In reading, understanding all of the components are very essential because the component areas guide in comprehending a text. Therefore, if the students can understand well all of the components of reading, they will have good reading ability and means be able to comprehend a text.

Reading could be said a comprehension activity which is a combination of cognitive skill and psychomotor skill. Hence, the students should have a cognitive skill and psychomotor skill in order to comprehend what has been read.

However, during the comprehension activity, the students also often get difficulties to understand the reading text. Therefore it will be hard for them to identify the main idea of reading text.

A main idea is a thing that exactly we will find when we are reading something in paragraph of a text. According to Mikulecky (1996), main idea is the writer's idea about the topic which is formed by both the topic and idea. The topics refers to the point or thought being expressed. In the case, main idea of a text is

divided into the implied main idea and the main idea as usual we know. Implied main idea means the main idea which will not be stated directly and it is not clearly stated, and it is implied. At times the main idea will not be stated directly, this is called an implied main idea (Flemming, Loraine. 2011).

Reading as an activity in learning process which plays as an important role and process in developing knowledge. Through reading students can absorb all of the information, messages, develop the idea from the information that is already known, experience and ideas provided in books. Afflerbach (2007), says that reading is a dynamic and complex process that involves skills, strategies, and prior knowledge, and these should be mastered by students.

In terms of the skills, it is known that there are four language skills. Namely, listening, speaking, reading, and writing. Among those language skills, reading has an important role to improve the students' knowledge and skills academically. Thus, the ability to understand the English text in reading is essential for the student, this can be achieved if the student is able to understand the text, especially is able to identify the main idea of a text.

Reading may also open the students' mind, for example through critical thinking. In reading the reader needs the comprehension and expected to know the meaning of the text. Reading comprehension is very important for the students at the college. According to Cooper (1986), 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 and meaning.

According to Townend (2003), comprehend means that the students should fully understand all of the aspect of the text. However, many students find difficulties in reading comprehension, such as in identifying the main idea and implied main idea and other elements that relates to reading comprehension. This also happens at English Department Students of Ar-Raniry State Islamic University Banda Aceh. Based on the problems cited above, the writer is intended to conduct a research by the title “Exploring Students’ Difficulties in Identifying the Implied Main Idea in Reading Text”.

B. Previous Studies

A research from Naidu, Briewin, and Amin Embi (2013) examines EFL Learners strategy of identifying the topic and main ideas discussed in the reading, which will enable them to distinguish the important information from the unimportant. In the study, the objective is to enable learners to determine key concepts and main ideas in reading texts. The participant of this study is 48 English as foreign language (EFL) learners from a private university in Malaysia participated in this study. The two instruments utilized in this study were grade interval and a self-reflection questionnaire. The findings confirmed an improvement in participant’s grade over pre- and post-reading assessments.

Another research from Cetin and Sidekli (2018) aims to investigate reading comprehension skill of the 4th graders in terms of the sentiments given in the reading text. The sampling of the research has been selected randomly and it has been limited in primary schools in Mugla, Turkey. The data collection instruments in the study have been determined as a personal information form and an achievement test

on reading comprehension skills in terms of sentiments given in the reading text. The answer of the students for the achievement test have been analysed by percentage, frequency and arithmetic mean. The findings of study; for the sentiments given in the reading text, in line, the mostly understandable are happiness, fear and sadness. Additionally, there was a mean difference in terms of the level of reading comprehension skills. The students were mostly aware of texts containing happiness, and they understood sorrow in texts at least.

C. Research Questions

Based on the background above, the research questions of this research are:

1. What factors are the students' of fifth semester of Department of English Language Education difficulties in identifying the implied main idea of the reading text?
2. How do the students of fifth semester of Department of English Language Education overcome their difficulties in reading?

D. Research Aims

The purposes of the research are:

1. To know what factors are students' of fifth semester of Department of English Language Education difficulties in identifying and understanding the implied main idea of reading text
2. To know how the students of fifth semester of Department of English Language Education overcome their difficulties factors in reading.

E. Significance of the Study

This research will give a better repair and contribution for the lecturer and for the English Department students of the college, in order to build and find innovation strategies and teaching activities which applied in teaching reading and expected to help the students to resolve their difficulties in analyzing the implied main idea in reading text.

F. Terminologies

1. Difficulty

Hornby (2001) argued that difficulty is state or quality of being hard to do or to understand. In other words, the difficulty is the fault which are faced by the students during teaching and learning process. The reason occurs because the students are confused or do not know and understand toward the material which the teacher has explained. In this study, the difficulty in reading, especially in analysing the implied main idea in reading text also faced by students of Department of English Language Education at Ar-Raniry State Islamic University. The difficulty is the state that the students are tough to comprehend and even analysed the implied main idea in reading text.

2. Main Idea

Ratu Nur and Nur Aliyah (2017) argued that main idea in writing is a chains, it ties up all the sentences and makes every sentences logic. Even in writing scope, the point of definition of main idea in writing and reading scope are related each

other, the writing will produce a reading text, so the main idea which used for writing scope can be used in reading scope too.

3. Reading

In 2008, Linda argued that reading is a discipline that contains an immense variety and amount of information, like any other field of knowledge, such as science, law, or medicine. In this study, reading for education background of the field is used, because the study in the title “Exploring Students Difficulties in Analyzing the Implied Main Idea in Reading Text” is related by the field which have been discussed.

G. Research Methodology

1. *Research Design*

The writer would collect the data by using qualitative method. In this study, the writer described about Students’ Difficulties in Analyzing the Implied Main Idea in Reading Text. To obtain the information, the writer would collect the data from questionnaire and interview.

2. *Research Subjects*

The participants of the study are the students of English department at Ar-Raniry State Islamic University Banda Aceh. The writer would take students of Department of English Language Education which entering to the university in 2017. The writer obtained the data by purposive sampling.

CHAPTER 2

LITERATURE REVIEW

A. Reading

1. Definition of Reading

To define the term of “Reading” is easy and simple. There are a lot of definition about reading which have been defined by some resources in education environment and who concern on this matter. By reading, reader can get any information and message which can increase students’ knowledge. According to Pang et al. (2003), reading is about understanding written texts and comprehension is the process of making sense of words, sentences and connected text. In English, reading is one of the important skills besides listening, writing and speaking that will gives many benefits for us.

The definition also comes from Othman (2013) stated that reading has been defined as an active process in which readers shift between sources of information, elaborates meaning and strategies, monitor their comprehension, and use the social context to reflect their responses. Instead of that, reading takes the crucial place and becomes as the essential thing to know all things among us, particularly for the students.

Susi (2016) cited Tarigan (2008) as finding that reading is a process carried out and used by a reader to acquire message that is conveyed by a writer through words and symbols, and the meaning of the words could be soon know by a reader,

so the reading can be carried out well. Another definition of reading proposed by (McKay, 2006, as cited in Susi, 2016) stated that reading involves making meaning from a text. The reading process involves the interaction between the reader and the text. Hence, the result of reading is reading comprehension, it means understanding what has been read. Based explanation above, we may conclude that reading is an active process to understand the text, which is delivered by the writer through the words or symbols to be understood and interpreted. The readers or the students need a strategy in order to understand the text well and having good reading ability.

2. *Types of Reading*

Patel and Praveen (2008) stated that the type of reading consist of intensive reading, extensive reading, and silent reading. There are three types of reading:

a. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance (Pattel and Praveen, 2008). It will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing.

The material selected should parallel the type of material the advanced student would enjoy in the native language: short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievements, political, development, and aspects of contemporary community life in a country where the language is spoken. There are characteristics of intensive reading:

- 1) This reading helps student or learner to develop active vocabulary.
- 2) The teacher plays the main role in this reading.
- 3) Linguistic items are developed.
- 4) This reading aims at the active use of language.
- 5) Intensive reading is reading alone.
- 6) In intensive reading, speech habit is emphasized and accent, stress, intonation, and rhythm can be corrected.

b. Extensive Reading

Patel and Praveen (2008) argue that is the lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for, oral reports, to the rest of the class, or full class discussion. There are characteristics of extensive reading:

- 1) This reading helps student or learner to develop active vocabulary.
- 2) Extensive reading is silent reading.
- 3) In extensive reading, the subject matter is emphasized.
- 4) In extensive reading, the students or learners play the main role because they have to ask for measures.
- 5) In extensive reading, the idea can be developed.
- 6) The main of extensive reading is to enrich learner knowledge.
- 7) Through extensive reading, the good reading habit can be developed.

b. Aloud reading

Patel and Praveen (2008) stated that aloud reading also play important role in the teaching of English. The teacher should know that the training of aloud reading must be given at primary level because it is the base of words pronunciation. If it does not care, it will be very difficult at the secondary level.

1) The advantage of aloud reading:

- a) It enables the learner to develop the skill of reading very well by speaking or expressing ideas.
- b) It enables the learner to develop the skill of pronouncing very well.
- c) It makes reading very enjoyable while teacher uses reinforcement during reading.
- d) Language learning is a kind of imitation. When the teacher says anything or reads any text, the learner also tries to imitate that.

So the teacher should have innovative ideas so that it can make this activity very effective.

2) The disadvantage of Aloud Reading:

- a) The overcrowded class is the very big problem. The teacher cannot provide sufficient opportunities to all students.
- b) At earlier stage reading aloud is very necessary. If enough training of reading aloud is not given at primary level, it will be difficult to read aloud at the secondary stage.

c) Only bright and intelligent students learn to read aloud very well because they get chance frequently while average/students hardly get the chance of reading. So they become the passive learners.

d) Reading aloud takes more time so it is time consuming. All students cannot read at a time. So, managing classroom becomes impossible.

c. Silent Reading

Patel and Praveen (2008) stated that silent reading is a very important skill in the teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. The teachers have to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner is enabled to read without any audible whisper.

1. The advantage of silent reading:

- a) This reading makes students very active and accurate.
- b) Silent reading concentrates the attention of learners toward subject matter and he learns naturally.
- c) It saves time because this activity is done at a time. All students participate together in this activity at a time.
- d) It is very useful to develop the skill of reading fast.
- e) This skill plays the main role to increase the knowledge of students.

2. The disadvantage of silent reading:

- a) This technique is not useful at the earlier stage of language learning.
- b) Through this skill, one can learn the pronunciation.

- c) In this skill, the learner can cheat the teacher if the subject matter is not interested.
- d) Only bright and intelligent students can learn this skill but average students learning it hard.

3. *The Purpose of Reading*

Wallace (1992) has argued that the purpose of reading asked for the personal reasons as follow:

a. Reading for survival

Reading for survival is reading a text that is very crucial for life, for example are warning sign, an admonition sign, an instruction sign, etc. the survival reading serves the immediate need.

b. Reading for learning

It is expected to be exclusive in school. Reading is the support for learning in the class. The reader needs to translate the text, literally or metaphorically, to learn vocabulary, to identify useful structure, to use a text as a model for writing and to practice pronunciation.

c. Reading for pleasure

It is reading to get happiness. The wants to enjoy rhythm or rhyme of the text. Meanwhile reading is very important to do for all people as what has been stated, there are main reasons for reading that is reading for pleasure (Grellet, 1981).

4. *The problem of Reading*

According to Aziez in Prasetyo (2009), Problem is a situation or something which is uncertain and difficult to understand, problems or situation or statement which need solving, or something that should be solved. Reading problems is learning disorder characterized by significant dissimilarity between an individual's general intelligence and someone reading skill.

Alderson (2000, as cited in Susi, 2016) has argued that factor affecting reading comprehension can be classified into two general categories: (1) reader variables, and (2) text variables. The first category of variables which include factors such as reader's background knowledge, reader's skills and abilities, reader's motivation attitude, strategy are internal to readers. The second category of variables which include factors such as text content, text type, genre, text organization, and text readability are internal factors.

Another explanation concerning reading difficulties comes from Susi (2016) cited Somadoyo (2011) as finding that a number of factors that affects the ability of understanding the text, namely: (1) the level of intelligence, (2) language proficiency, (3) attitude and interest, (4) state of the text, (5) the habit of reading, (6) knowledge how to read, (7) social background, (8) emotions, (9) knowledge and experience that has passes.

Difficulty is something that complicated to do (Richard 2007, as cited in Wahab 2012). It will be seen from students' mistake or error learning process. In fact, many senior high school students often find the difficulties in reading

comprehension. These difficulties result the student's poor performance in reading test. Thus, from these factors arise some difficulties in reading comprehension. Factors difficulties that faced by students divided into external and Internal factor includes physics, intellectual, and psychological. While external factors include family and school environments (Rahim, 2006). There are some internal factors that influence the students in reading comprehension that are generally found by the reader during reading, namely; difficulty in understanding long sentence and text, difficulty that is caused by limited background knowledge, difficulty in using reading strategies and difficulty in concentration (Fajar: 2009).

a. Difficulty in understanding long sentence

In a common problem that most of students finds difficulty in understanding the long sentence with complicated structure. It is supported by report of Barfield (1999) that shows almost 12 percent of students had difficulty in understanding long sentences in graded story and 20 percent in academic text. Therefore, the effect of this problem is the students who cannot comprehending long sentence they fail to understand the main idea presented in the text.

b. Difficulty in Using Reading Strategies

The students who lack of reading strategies often fails in understanding the text. The students who are not familiar with reading strategies such as skimming and scanning will feel down and frustrated because they lack of tool necessary to succeed in reading comprehension test (Duarte, 2005). There are characteristics of the students who lack in use of reading strategies. First, the students read word by word within the text, relying too heavily on their visual information, which greatly

impedes their reading speed and hampers their reading comprehension. Second, the students spent a lot of attention on detail with the result they often miss the main idea of the text. Third, they just focused too much attention on form of the expense meaning. Furthermore, the students who do not possess effective reading strategies may be difficulty to deal with reading comprehension test. (Mei-yu, 1998 as cited by Fajar, 2009).

c. Difficulty in Concentration

Difficulty in concentration during reading can be caused by a psychological factor. Bad concentration will lead the students fail to comprehend the text. It can be worse when the students do reading test. Difficulty in concentration is another reason for students' poor reading because concentration is an important factor for a good and effective reading. Shaw (1959) states that comprehension of a text results from reading with concentration. But students, in most cases, cannot or do not concentrate properly while reading.

According to Peter (2001), there are external factors that influence the students in reading comprehension are reader environment. The environment factors can also influence the students in mastering and in learning English. Home and school are the two kinds of learners' environment that can influence their learning reading achievement.

B. Main Idea

1. Definition of Main Idea

Main idea is the writer's idea about the topic which is formed by both the topic and idea. The topic refers to the subject under discussion. Main idea refers to

the point or thought being expressed (Mikulecky, 1996). There are usually three basic elements of paragraph: (1) a topic, (2) a topic sentence, and (3) supporting details. The topic sentence states the main, or controlling the idea in a text. The sentences that explain this main point are called supporting details. These details may be facts, reasons, or examples that provide further information about the topic sentence. Sometimes in a text, the main idea is implied. It means that there is not explicitly stated main idea. But as a reader, we must figure out.

The purpose of identifying the main idea is to help students find the thesis or core idea of the paragraph. The main idea is the most important thing presented in a paragraph. It is foundation upon which all the other sentence are built.

2. **Location Main Idea**

Hennings (1999) states that the writers state their main idea somewhere in the beginning, in the middle, or at the end of paragraph. Instead of that, the writer may locate the main idea in different places within a paragraph of a text.

a. **Main Idea at the Beginning of Paragraph**

Look carefully not at just the first sentence but the first paragraph or two. Quite often, the thesis will be in the introductory paragraph.

*Summer is a wonderful time to spend at West Beach (**Main Idea**). It is a beach with light- colored, soft sand (**Supporting**). The coastline goes on for a long way and many people enjoy walking along it. Children like to play in the surf and walk along the rocks that are visible at low tide. This is a fun beach for people of all ages.*

b. Main Idea in the Middle of Paragraph

The writer might put the main idea in the middle of a paragraph, often after a paragraph or two which may be used to engage the reader or to provide background information.

*The United States seems to be in love with the idea of going out to eat. Because of this, a real variety of restaurants has come about specializing in all kinds of foods. McDonald's is the king of a subgroup of restaurants called fast-food restaurants (**Main Idea**). Chances are, no matter where you live, there is a McDonald's restaurant near you. There are even McDonald's in the Soviet Union. Now McDonald's is trying something new. It is called McDonald's express and there is a test site in Peabody, Massachusetts. It is part of a Mobil gas station. This allows you to fill up with gas and fill up on food at the same time. What will they think of next?*

c. Main Idea in the end of Paragraph

Sometimes all the sentences in a paragraph will lead up to the main idea, which is presented at the end. Here above the example of the text that the main idea located at the end.

At the end of the paragraph:

“...Most Anglo-Americans, for instance, see the extensive family obligations of Hispanics as a burdensome arrangement that inhibits individual freedom. Hispanics, in contrast, view the isolated nuclear family of Anglo-Americans as a lonely institution that cuts people off from the love and assistance of their kin. **This tendency to view one's own cultural patterns as good and**

right and those of others as strange or even immoral is called ethnocentrism.”

3. *How to find Main Idea*

McWorther (2011) stated that there are some ways to find main idea:

- a. First, identify the topic of the paragraph. What is this paragraph about?
- b. Second, read carefully all the supporting details. What does the writer want the readers to know about the topic?
- c. How do the details connect? What larger idea do they explain?
- d. In the paragraph but must not be too narrow so that some details are left out.

4. *Inferred (Implied) Main Idea*

Research shows that only about half of the paragraphs in textbooks have directly stated main idea (Mikulecky, 2010). It is important to recognize that the readers may not always find a topic sentence in each paragraph. When the main idea is not directly stated, it is said to be implied, which means it is suggested in the thoughts that are revealed.

The readers must figure out what that implied main idea is by deciding upon the point all of the details make when they are all added together. Passage that imply an idea give supporting details first. The readers must extrapolate (or make an educated guess) in order to understand the main idea. In these sorts of passage, the main idea is the general statement that all of the details make when they are considered as a whole.

- a). How to find inferred main idea

1. First, identify the topic of paragraph. What is this paragraph about?
2. Then, read carefully all the supporting details. What does the writer want you to know about the topic?
3. How do the details connect? What larger idea do they explain?
4. Express this idea in your own words. The implied main idea sentence must be broad enough to cover all the details.

5. *Supporting Detail*

Supporting details are more specific sentences that explain or prove the topic sentence by providing reasons, examples, studies, definitions, etc. Although supporting details can take many different forms, their function remains the same: they help clarify, prove, or suggest topic sentence (Flemming, 2011) that supporting sentence develops the topic sentence.

Instead of that, they explain the topic sentence by giving reasons, examples, facts, statistics, and quotation. To locate the supporting details, find the main idea and then look for the information the author uses to explain it in more detail. Sometimes, if a main idea covers more than one paragraph, readers will find the supporting details in several paragraphs.

Scarry (2011) also stated a supporting detail is a piece of evidence used by a writer to make the controlling idea of the topic sentence convincing and interesting the readers. A piece of evidence might be a descriptive image, an example taken from history or personal experience, a reason, a fact (such as a statistic), a quotation from an expert, or an anecdote used to illustrated the point.

Based on the definition above, it can be conclude that supporting details is a paragraph contains facts, statements, example-specifics which guide us to a full understanding of the main idea. They clarify, illuminate, explain, describe, expand and illustrate the main idea and supporting details.

Flemming (2011) stated that there are two kinds of supporting details: major and minor.

1. Major Details

Major supporting details are the most important examples, facts, reasons, or description that the author gives to support the central ideas or thesis, (Alexander, 2008). Frequently, these major supporting points in an essay, article or multi-paragraph passage are in the topic sentence of paragraph.

- a) Less general than topic or introductory sentence
- b) Provide the examples, reasons, statistics, and studies that help make the topic sentence clear and convincing.
- c) Answer readers' question about the topic sentence
- d) Must be included in reading notes.

2. Minor Details

Minor supporting details are additional points that support major supporting details. They can give: 1) more information to explain the major supporting details, 2) more examples to illustrate major supporting details, and 3) more specific to make the material more interesting. In some subject, minor supporting details offers important information essential to understanding.

- a). The most specific sentences in the paragraph.

- b). Further explain major details.
- c). Repeat key points and add colourful details.
- d). May or may not be important enough to include in reading notes.

A. How to find supporting details

- a. To identify supporting details turns the main idea into a question (*who, what, when, where, why, or how?*).
- b. An author often uses signal words or transitional words to draw readers' attention to each new detail in a paragraph or passage. Words that signal new details in a paragraph or passage include: *first of all, additionally, also, first, second, third, finally, last, next, for example, next, and another.* (McWhorter, 2011)

The examples of major and minor details in the paragraph

Example: Main Idea and Major Detail

Studies reveal that people's first names can have an influence on them. Some names reflect on people in a positive way. However, other names can have a negative impact.

Example: Main Idea and Major and Minor Detail

Studies reveal that people's first names can have an influence on them. Some names reflect on people in a positive way. For example, one survey showed that American men consider them name *Susan* to be very sexy. And participants in a British study thought *Tony* to be the name of someone very friendly. However, other names can have a negative impact. In one study, for instance, teachers gave lower grades to essay supposedly written by boys named Hubert and Elmer than to the very same essay when they credited to boys with more popular names. Another study found girls with unpopular names did worse on IQ and achievement tests than girls with more appealing names. (John Langen and Lynn Jenkins. p. 14-37).

CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

In research design, there are two sorts of research design; quantitative and qualitative research. Those research design have some differences in the case of to collect the data and analysis approach. This research utilize a qualitative descriptive research design. According to Goddard and Melville (2001) as quoted by Nadya (2019), the case study research design is used to get a systematic, factual, and accurate overview information about the fact, nature and relationship between the phenomena that are being investigated.

According to Denzin and Lincoln (2005), a qualitative research study is about things in natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them.

Based on the explanation above, the writer used a qualitative data because the result of data from this research are in the form of text and statement only.

B. Research Sites and Participants

In the study itself, the participants of the research are they who are involved in the research. Mackey and Gass (2005) as quoted by Nadya (2019) stated that the characteristics of the participants are depended on the kind of research itself.

The participants of this research are the students of fifth semester of Department of English Language Education who have been taken basic reading as

their compulsory course and as their required subject and major subject at Ar-Raniry State Islamic University.

The students who become the participant in this research are the students which entering to the university in 2017. The reason why the writer choose the fifth students of Department of English Language Education due to those students had been learned Basic Reading and they are taking Academic reading which discusses about main idea and all things that concern and related to. The participant of this study was 196 students of the fifth students of Department of English language education in seven different classes. However, according to Patton (2001), for a qualitative research, the sample of the participant should be 10 % or more of the total study population. Therefore, the writer selected 20 students of the total study population to answer the questionnaire which provided.

In selecting the participant of research, the writer used purposive sampling method to conduct research. Purposive sampling is a non-random sampling technique where the researcher determines sampling by determining specific characteristic that are appropriate to the purpose of the study so that it is expected. According to Sugiyono (2001), purposive sampling is a technique of determining the sample with certain considerations.

C. Methods of Data Collection

As this study aims to explore students' difficulties in analyzing the implied main idea in reading text, so the qualitative method is compatible to the purpose of the study. The writer collected the data by questionnaire and interview the students

of English language education class of 2017 of Ar-Raniry State Islamic University, who had been taken basic reading course. Here below is the definition of questionnaire and interview according to the previous researcher.

1. Questionnaires

The questionnaire is a form that may be an analysis instrument consisting of a series of inquiry (or different form of prompts) for the aim of gathering information from respondent. According to Babbie (1990), a questionnaire is defined as a document containing questions and other types of items designed to solicit information appropriate to analysis. In addition, there are two types of questionnaire, they are closed question and open-ended question Mathers, Fox, and Hunn (2007). Hence, in this study, the writer used closed questions which contain some clues is mentioned and helped by the researcher. The participant are assessed based on the student final grade. The questionnaire is used to support the validity of interview relate to the students' difficulties in analysing the implied main idea in reading text. The questionnaire is distributed to the students before the researcher conducting the interview.

2. Interview

Mcnamara (1991) as quoted by Nadya (2019) stated that interviews are particularly useful for getting story behind a participant experience. The writer also added that by using the interview method in the study, we can get the deepest information from the participants. In this study, in-depth interview was applied in data collection.

According to Boyce and Neale (2006), In-depth interview is a qualitative research 31 techniques that involves conducting intensive individual interviews (face to face) with a small number of participants to explore their perspectives on the specific idea, program, or situation. The writer used in-depth interview because the writer wants to explore more information from the participants. Thus, face to face that involve one interviewer and participant was considered as the main sources of the data in this study.

D. Methods of Analysis

Data analysis is the process of searching and compiling a systematic data that have been obtained from interviews, and documentation, by organizing data into categories, describe into the units, synthesize, organize into a pattern, choose which is important and which will be studied, and make conclusions, so that it can be easily understood by oneself or others (Sugiyono, 2009). Even the study used questionnaire to collect the data, data analysis is always used in a research and become a must in each research.

After collecting the data through questionnaire and interviews, those data were analysed. To analyse the data, the researcher used descriptive qualitative since it matches by the purpose of study and give a complete description of students' difficulties in analysing the implied main idea in reading text. While analysed the data, it needs some steps and always follow the procedure in order to obtain the data. Khan (2018), stated that there are some steps analysis procedures which includes Data Logging, Anecdote, Vignettes, Data Coding and Thematic network. Therefore in the study used thematic analysis to analyse the data that has been

obtained from questionnaire and interview process. According to Maguire, M & Delahunt, B (2017), thematic analysis is the process of identifying pattern or themes within qualitative data.

The writer analyses the data from questionnaire by organize the data into percentage pattern. The data will be collected from all respondents are analysed by counting the percentage of each individual answer from the questionnaire. To determine the percentage of students' answer to the questionnaire the following formula is applied:

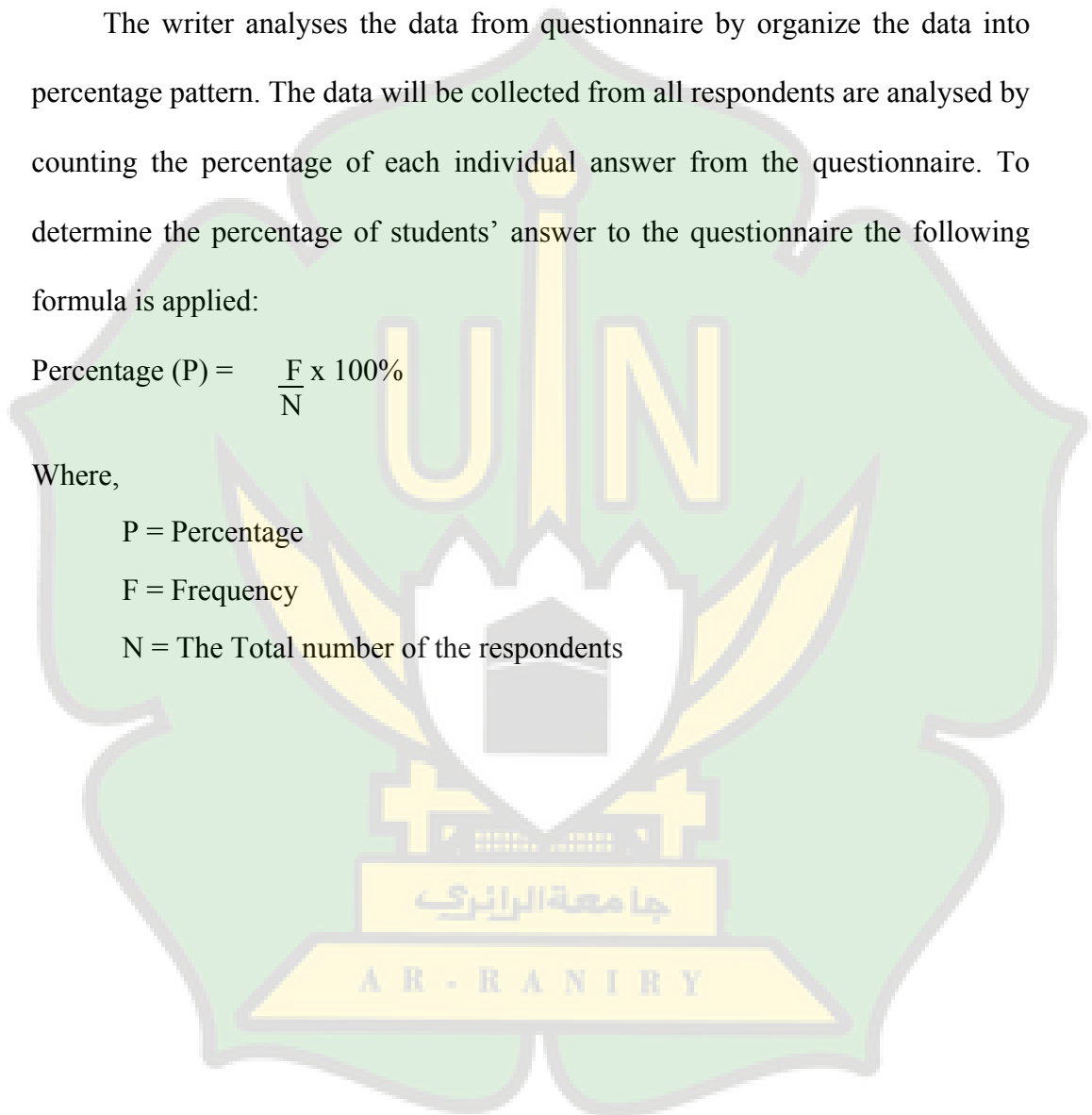
$$\text{Percentage (P)} = \frac{F}{N} \times 100\%$$

Where,

P = Percentage

F = Frequency

N = The Total number of the respondents



CHAPTER 4

FINDINGS AND DISCUSSION

This chapter research focussed on the findings and research discussion. The data which come from the questionnaire and interview result would be analyzed to discover the findings of the research. Then, the discussion was deliberated from the research finding of data analysis as a final result.

A. Findings from the Analysis of Data for Research Question 1

1. Results of Questionnaire

One of the techniques of data collection used in this study was questionnaire which was aimed to explore the factors of students' difficulties in analysing the implied main idea in reading text. The writer distributed the questionnaires to 21 students of English Education Department who had taken basic reading class. In the questionnaire, the students were asked to 10 items related to the students' difficulties in analysing the implied main idea in reading text. After collecting the data, the writer analysed the data to get the percentage of the difficulties encountered by the students in analysing the implied main idea. When analysing the data, the writer used frequency distribution formula, as mentioned in the previous chapter and the percentage from all answer at each question, the writer used SPSS to percentage the data. The result can be seen in some of the tables below:

Table 1 Table. 4.1 lack of students' concentration

Options	Frequency	Percentage (%)
a. Strongly Agree	7	33.3%
b. Agree	13	61.9%
c. Disagree	1	4.8%
d. Strongly Disagree	0	0%
Total	21	100%

Table 4.1 indicated that 13 of the students (61.9%) answered “agree”, it means that lack of concentration in reading will make the students difficult to find the implied main idea in reading text. In addition, 7 of the students (33.3%) answered “strongly agree”. It means that it is categorized difficult for the students to find the implied main idea in reading text. However, only 1 of the students (4.8%) answered “disagree” for the questions. It can be concluded that the most students agree that lack of concentration will make the students difficult to find the implied main idea in reading text.

Table 2 Table. 4.2 lack of reading comprehension

Options	Frequency	Percentage (%)
e. Strongly Agree	4	19.0%
f. Agree	17	81.0%
g. Disagree	0	0%
h. Strongly Disagree	0	0%
Total	21	100%

Table 4.2 explained that 17 of the students (81.0%) answered “agree”. It means that lack of reading comprehension will make students difficult to identify the implied main idea in reading text. Moreover, 4 of the students (19.0%) answered

“strongly agree”, it means that was categorized difficult for the students to identify the implied main idea in reading text. it can be concluded that lack of reading comprehension is also the reason in identifying the implied main idea in reading text.

Table 3 Table. 4.3 do not know the structure of the text

Options	Frequency	Percentage (%)
a. Strongly Agree	5	23.8%
b. Agree	14	66.7%
c. Disagree	0	0%
d. Strongly Disagree	2	9.5%
Total	21	100%

Based on the table above, there were 14 of the students (66.7%) answered “agree”. It means that do not know the structure of the text will make students difficult to analyse the implied main idea in reading text. In addition, 5 of the students (23.8%) answered “strongly agree”. It means that is categorized difficult for the students to analyse the implied main idea in reading text. However, only 2 of the students (9.5%) answered “strongly disagree” for the questions. It can be concluded that do not know the structure of the text will make students difficult to analyse the main idea in reading text.

Table 4 Table. 4.4 students' interest (not interested)

Options	Frequency	Percentage (%)
a. Strongly Agree	6	28.6%
b. Agree	9	42.9%
c. Disagree	0	0%
d. Strongly Disagree	6	28.6%
Total	21	100%

According to the table, it showed that 9 of the students (42.9%) answered “agree”. It means that has no strategy will make students difficult to understand the implied main idea in reading text. Furthermore, 6 of students (28.6%) answered “strongly agree”. It means that it was categorized difficult for the students to understand the implied main idea in reading text. However, 6 of the students answered “strongly disagree” for the questions. Therefore, it can be concluded that has no strategy will make students difficult to understand the implied main idea in reading text.

Table 5 Table. 4.5 has no strategy

Options	Frequency	Percentage (%)
a. Strongly Agree	4	19.0%
b. Agree	11	54.4%
c. Disagree	2	9.5%
d. Strongly Disagree	4	19.0%
Total	21	100%

According to the table, it showed that 11 of the students (52.4%) answered “agree”. It means that has no strategy will make students difficult to understand the implied main idea in reading text. Furthermore, 4 of students (19.0%) answered “strongly agree”. It means that it was categorized difficult for the students to

understand the implied main idea in reading text. However, 2 of the students (9.5%) answered “disagree”, then 4 of students (19.0%) answered “strongly disagree” for the questions. Therefore, it can be concluded that has no strategy will make students difficult to understand the implied main idea in reading text.

Table 6 Table. 4.6 do not understand the reference words

Options	Frequency	Percentage (%)
a. Strongly Agree	4	19.0%
b. Agree	13	61.9%
c. Disagree	1	4.8%
d. Strongly Disagree	3	14.3%
Total	21	100%

The table above showed that 13 of the students (61.9%) answered “agree”, it means that do not understand the reference words will make students difficult to find the implied main idea in reading text. Furthermore, 4 of the students (19.0%) answered “strongly agree”. It means that it was categorized difficult for the students to find the implied main idea in reading text. However, only 1 of the students (4.8%) answered “disagree”, then 3 of the students (14.3%) answered “strongly disagree” for the questions. Therefore, it can be concluded that do not understand the reference words will make students difficult to find the implied main idea in reading text.

Table. 4.7 do not master the vocabulary

Options	Frequency	Percentage (%)
a. Strongly Agree	10	47.6%
b. Agree	6	28.6%
c. Disagree	0	0%
d. Strongly Disagree	5	23.8%
Total	21	100%

The table 4.7 showed that 10 of the students (47.6%) answered “strongly agree”. It means that they were strongly agree with their difficulties due to do not master the vocabulary, therefore the students do not understand the implied main idea in reading text. Then, 6 of the students (28.6%) answered “agree”, it means that the students still agree do not master the vocabulary will make students difficult to understand the implied main idea in reading text. moreover, only 5 of the students (23.8%) answered “strongly disagree”. Hence, do not master the vocabulary will make students difficult to understand the implied main idea in reading text.

Table 8 Table. 4.8 has no proficiency language

Options	Frequency	Percentage (%)
a. Strongly Agree	5	23.8%
b. Agree	10	47.6%
c. Disagree	1	4.8%
d. Strongly Disagree	5	23.8%
Total	21	100%

Table 4.8 indicated that 10 of the students (47.6%) answered “agree”. It means that has no proficiency language will make students difficult to analyse the implied main idea in reading text. Furthermore, 5 of the students (23.8%) answered “strongly agree”. It means that it was categorized difficult for the students to analyse the implied main idea in reading text. However, only 1 of the students (4.8%)

answered “disagree” then 5 of the students (23.8%) answered “strongly disagree” for the questions. Consequently, it will make students difficult to analyse the implied main idea in reading text.

Table 9 Table. 4.9 A bit basic knowledge

Options	Frequency	Percentage (%)
a. Strongly Agree	7	33.3%
b. Agree	9	42.9%
c. Disagree	1	4.8%
d. Strongly Disagree	4	19.0%
Total	21	100%

According the table, it showed that 9 of the students (42.9%) answered “agree”. It means that a bit basic knowledge will make students difficult to understand the implied main idea in reading text. In addition, 7 of the students (33.3%) answered “strongly disagree”. It means that it was still categorized difficult for the students to understand the implied main idea in reading text. Moreover, only 1 of the students (4.8%) answered “disagree” then 4 of the students (19.0%) answered “strongly disagree” for the questions. Therefore, a bit basic knowledge will make students difficult to understand the implied main idea in reading text.

Table 10 Table. 4.10 do not understand the context of a text

Options	Frequency	Percentage (%)
a. Strongly Agree	8	38.1%
b. Agree	12	57.1%
c. Disagree	0	0%
d. Strongly Disagree	1	4.8%
Total	21	100%

Table 4.10 showed that 12 of the students (57.1%) answered “agree”. It means that do not understand the context of a text will make students difficult to identify the implied main idea in reading text. Then, 8 of the students (38.1%) answered “strongly disagree” and more and more indicated that they concur do not understand the context of a text will make students difficult to identify the implied main idea in reading text. however, only 1 of the students (4.8%) answered “strongly disagree” for the questions, and still dominated by those who agree.

2. *Result of Interview*

Here, the writer had collected the data from an interview on 17th December 2019. To answer research questions, the writer analysed the data systematically from three students of English Language Education Department of Ar-Raniry State Islamic University. The three participants were chose in order to strengthen the result questionnaire which was answered by the participant. The participants in this research were mentioned as follows:

Table 4.11 the participants of interview

No	Initial	Gender	Date of interview
1	P1	Female	17 th December 2019
2	P2	Male	17 th December 2019
3	P3	Female	17 th December 2019

The data of interview were coded and categorized into some theme. The result showed that there were some difficulties faced by students in analysing the implied main idea in reading text. The following result also showed how the students overcome their difficulties in reading. The result were reported under the themes as follows:

1. Students' Difficulties in Analyzing the Implied Main Idea in Reading Text

1.1 Lack of reading comprehension

The lack of reading comprehension caused difficulties for the students when they were analysed the implied main idea in reading text. The students described that the lack of reading comprehension caused the students could not analyse the implied main idea in reading text.

P1 stated that:

“Right, if we had learned to read then we will know, for example, what is called main idea (implied) can be found, usually at the beginning whether at last, if we do not know, yeah we become difficult to get the implied main idea”.

P2 also noted that:

“Lack of reading comprehension, its right due to lack of vocabulary, then caused in reading comprehension, poor understanding what was written in a text”.

1.2 Has no strategy

Strategy was used in reading took as an essential place in analysing the implied main idea in reading text. It will bring you to comprehend what the text was about.

P1 stated that:

“No strategy in reading, we will be chaotic, alright we just read, we will not get the meaning. Do not know the strategy will influence us in comprehending on the text”.

P2 also noted that:

“Know, but I forgot. Thus, if we used the strategy will be more, what, the purpose is more accurately so”.

1.3 Do not understand the reference words

Reference words means the words that functioned to clarify the words which had explained before in a sentence.

P1 said that:

“Yet, alright we know that what is discussed about. We could associate by myself. Do not really understand, yet know. Complicate me when

I do not understand the reference words, very very difficult. Yet if we do not know, right, we could just assume it's a theft".

P3 similarly stated that:

"At least know what the talk is about, how to say? It is impossible, I mean from all the text I don't think so (don't know even a bit). If we don't know even a bit, automatically we look first the ones vocabulary that we know, it means must read a lot".

1.4 A bit basic knowledge

In learning all kind of subject, basic knowledge is needed, basic knowledge will lead somebody getting the meaningful of learning, especially here the reading one of a kind of learning.

P1 mentioned that:

"It must be, without basic knowledge we will never understand with that (implied main idea in reading text)".

1.5 Do not master the vocabulary

Mastery vocabulary is very crucial when reading a text. A text is fulfilled by vocabulary and become a sentence. Consequently, as a student we need to master the vocabulary, in order to get the meaning of a text.

P2 stated that:

“Become difficult in understanding due to do not master the vocabulary and lack of vocabulary, thus do not understand what is written in the text”.

P3 also mentioned that:

“The implied main idea will be found depends on the vocabulary we have. If there was an unfamiliar vocabulary that difficult to understand, it means that was a reason... the difficulties due to do not know the vocabulary, automatically we have to get the dictionary”.

1.6 Students' interest

Some students gave their opinion towards students' interest in reading, and these basically become the first reason in comprehending the text when reading.

P3 noted that:

“Do not like to read, and means there is no interest to read the academic reading, so that will make difficult to analyse the implied main idea of a text”.

P2 also mentioned that:

“If we want to understand it at all, we must get used to read those kinds of text. Must to have interest in reading. Then, we must master the strategy formally used in reading in order to find the implied main idea in reading text”.

1.7 Lack of students' concentration

Bad concentration will lead the students fail to comprehend the text. It can be worse when the students do reading test. Difficulty in concentration is another reason for students' poor reading because concentration is an important factor for a good and effective reading.

P3 stated that:

“No concentration influenced us as the students in analysing the implied main idea in reading text, but not too influenced. The important we understand first the content of the text”.

1.8 Do not understand the context of a text.

The students which becomes as the participant of this study also gave their opinion towards this crucial point in reading.

P3 explained that:

“Because there was a text that we do not know well... for example, a text which discussed about the European state were like that, so we were really not understood, do not know the state, therefore we do not know what the text was about”.

B. Findings from the Analysis of Data for Research Question 2

1. Result of Interview

In this section, the participants of interview also gave their advice and ways to overcome their difficulties in reading, especially in analysing the implied main idea in reading text. Here below some students' advices and ways:

P1 stated that:

“To solve these problems and difficulties. First, we must know the strategy used formally in reading, then we must understand towards the context of a text and we must to have the basic knowledge in reading. Furthermore, sure to master the vocabulary definitely”.

P2 moreover mentioned that:

“If we want to know all of it, we must get used to read reading material academically, and must to have the interest in reading. Subsequently, we must to master some formal strategies used in reading in order to find the implied main idea in reading text”.

Similarly P3 noted that:

“The first was in order to get used in reading, we must interest first in a field, means here reading, then increase more the reading skills”.

C. Discussion

This section explained about the findings of the research. Based on the result of the questionnaire and interview, the writer has elaborated some essential points in this part of research to answer the research question of this study. The research question was about the factors of students' difficulties in analysing the implied main idea in reading text. The result of questionnaire showed that most of the students become difficult in some factors, they were, lack of students' concentration, lack of reading comprehension, do not know the structure of the text, students' interest, has no strategy, do not understand the reference words, do not master the vocabulary, has no proficiency language, a bit basic knowledge, do not understand the context of a text.

Based on the result of the interview, it supports the information to analyse the data. It showed that most of the students difficulties factors were lack of reading comprehension, has no strategy, do not understand the reference words, a bit basic knowledge, do not master the vocabulary, students' interest, lack of students' concentration, do not understand the context of a text. In addition, the eight factors difficulties particularly faced by students when they are analysing the implied main idea in reading text. The data from result of data analysis from both of the questionnaire showed in the table of percentage and the interview moreover showed the transcript done to be analysed by the writer in this study.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

This chapter specifically describes the conclusions which are drawn by the investigation of students' difficulties in analysing the implied main idea in reading text. The participant of this study were 21 students who had taken basic reading class at English Education Department of Ar-Raniry State Islamic University.

Main idea is a sentence or a passage which appears in a paragraph of a text and it is the primary point or an argument. A main idea is a thing that exactly we will find when we are reading something in paragraph of a text. There is a main idea also not clearly stated in a text, which called the implied main idea. An implied main idea means the main idea which will not be stated directly and it is not clearly stated, and it is implied.

Based on the questionnaire data, the result of the study indicated that there were some difficulties factors faced by the students in analysing the implied main idea in reading text. The difficulties faced by the students in analysing the implied main idea were: (1) lack of students concentration, (2) lack of reading comprehension, (3) do not know the structure of the text, (4) students' interest, (5) has no strategy, (6) do not understand the references words, (7) do not master the vocabulary, (8) has no proficiency language, (9) a bit basic knowledge, (10) do not understand the context of a text. Based on the difficulties found, most of the students agreed that the difficulties which stated above will influenced them in analysing the implied main idea in reading text.

Based on the interview data, the result of the study indicated that there were some difficulties factors faced by the students in analysing the implied main idea in reading text that included, (1) lack of reading comprehension, (2) has no strategy, (3) do not understand the reference words, (4) a bit basic knowledge, (5) do not master the vocabulary, (6) students' interest, (7) lack of students' concentration, (8) do not understand the context of a text. These difficulties factors faced by the students in analysing the implied main idea in reading text.

The writer concluded that most of the students had difficulties factors in analysing the implied main idea in reading text. However, there were some advices and ways which comes by the students to overcome their difficulties in analysing the implied main idea in reading text, such as: (1) we must know the strategy used formally in reading, (2) we must understand towards the context of a text, (3) we must to have the basic knowledge in reading, (4) to master the vocabulary definitely, (5) we must get used to read reading material academically, (6) must to have the interest in reading, (7) we must to master some formal strategies used in reading, (8) we must interest first in a field, (9) increase more the reading skills. Those are the advices that gave by the students.

B. Recommendations

The writer realizes that this study still has many weaknesses and limitations, yet the writer hopes for suggestions from the readers for this study become better. This study also needs lots of information related to the research of exploring students' difficulties in analysing the implied main idea in reading text. In addition, this study can still to be continued and developed in other research. The following

are some recommendations from the writer for other research that have the same purpose to this study title or problem as this study:

1. The participants in this study only consisted students' view yet this can be added other view by the next researcher that the data be obtained to be better.
2. The sample used in this study were the students' who had taken basic reading class. Yet, to other researcher moreover can be developed into all level students of English education department.

In addition, after conducted the study, I have several suggestions to some colleagues.

1. To Lecturer

Lecturers have to guide the students in reading activity. The lecturers must prompt students to read the reading text in their daily activity. Hence, the students be able to overcome these kinds all of the difficulties.

2. To Students

Students who have the difficulties in reading, particularly in analysing the implied main idea in reading text should be aware with this case and manage themselves to get used in reading and they have to read the reading academically, so the students may overcome these difficulties.

This study was completed and the writer realizes that this study still has many weaknesses and limitations. Yet, suggestions and criticism which can developed to other researcher will be better and also has advantages and useful for the readers and other researcher.

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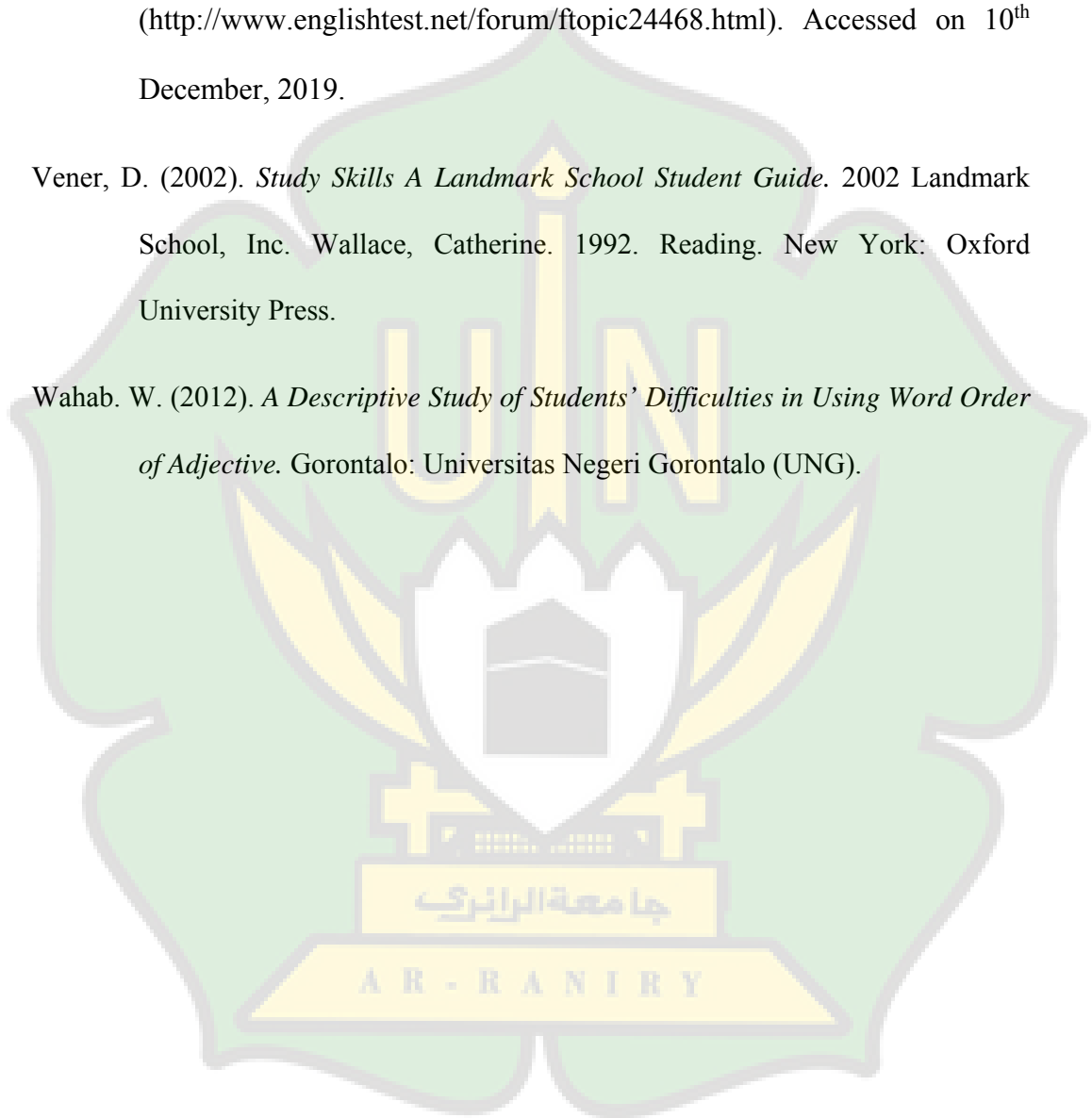
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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-15088/UN.08/FTK/KP.07.6/10/2019

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 September 2019

MEMUTUSKAN

- Menetapkan** :
PERTAMA : Menunjuk Saudara:
- | | |
|----------------------------|----------------------------|
| 1. Drs. Lukmanul Hakim, MA | Sebagai Pembimbing Pertama |
| 2. Rita Hermida, M.Pd | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : **T. M. Isra**
- NIM : **150203210**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **Exploring Students' Difficulties in Analyzing the Implied Main Idea in Reading Text**
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Oktober 2019

An. Rektor
Dekan,



Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.itk@ar-raniry.ac.id, website <http://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-03/Un.08/PBI/TL.00/01/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry. Nomor: B-17458/Un.08/FTK.I/TL.00/12/2019 tertanggal 16 Desember 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

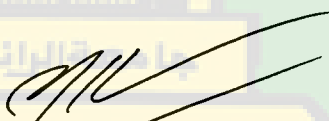
Nama : T.M. Isra
NIM : 150 203 210
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

Exploring Students' Difficulties in Analyzing the Implied Main Idea in Reading Text.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 02 Januari 2020
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh, 23111

Telpon : (0651)7551423, Fax : (0651)7553020

E-mail: flk.uin@ar-raniry.ac.id Laman: flk.uin.ar-raniry.ac.id

Nomor : B-17458/Un.08/FTK.1/TL.00/12/2019

Banda Aceh, 16 December 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: T.M.ISRA
N I M	: 150203210
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry
A l a m a t	: Jl. Mujahidin 1 Lr. Semangka No. 11

Untuk mengumpulkan data pada:

Prodi Pendidikan Bahasa Inggris (PBI) FTK UIN Ar-Raniry Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Exploring Students' Difficulties in Analyzing the Implied Main Idea in Reading Text

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa
Mustafa

FORMULIR PERSETUJUAN MENGIKUTI PENELITIAN

Nama Peneliti : T.M.ISRA

NIM : 150203210

Data Subyek

Nama : MUHAMMAD IKHSAN

Jenis Kelamin : Lk

Alamat : Gp. Muli

No. Hp : 082246240442

Jenis Informasi	Iya	Tidak
Saya telah diberi kesempatan untuk bertanya tentang penelitian ini.	✓	
Saya setuju untuk menjadi bagian dalam penelitian ini, seperti bersedia diwawancarai dan direkam selama proses wawancara berlangsung.	✓	
Saya mengerti bahwa menjadi bagian dalam penelitian ini bersifat sukarela, Saya dapat menarik kembali pernyataan kapan saja dan Saya tidak harus memberikan alasan untuk itu.	✓	
<i>Penggunaan informasi yang Saya berikan hanya untuk penelitian ini</i>	✓	
Saya mengerti bahwa informasi pribadi Saya seperti alamat dan nomor telepon tidak akan diungkapkan kepada orang diluar penelitian ini.	✓	
Saya mengerti bahwa perkataan saya mungkin saja dikutip dalam publikasi, laporan, laman internet, dan hasil penelitian lainnya.	✓	
<i>Mohon pilih salah satu dari dua pilihan berikut:</i>	✓	
Saya ingin nama sebenar Saya digunakan diatas.	✓	
Saya tidak ingin nama sebenar Saya digunakan diatas.	✓	
<i>Penggunaan informasi yang Saya sediakan diluar penelitian ini</i>	✓	
Saya setuju bahwa informasi yang Saya sediakan untuk diarsipkan pada penelitian ini.	✓	
Saya mengerti bahwa peneliti asli lainnya akan memiliki akses untuk data ini hanya jika mereka setuju untuk menjaga kerahasiaan informasi sebagaimana diminta dalam formulir ini.	✓	

Saya mengerti bahwa peneliti asli lain dapat menggunakan kata-kata saya dalam publikasi, laporan, laman web, dan hasil penelitian lainnya, hanya jika mereka setuju untuk menjaga kerahasiaan informasi seperti yang diminta dalam formulir ini.	✓	
<i>Kami menggunakan informasi yang Anda sediakan secara legal</i>	✓	
Saya setuju untuk memberikan hak cipta yang Saya miliki untuk penelitian ini yang berjudul Exploring students' difficulties in analyzing the implied main idea in reading text.	✓	

Peserta



Muhammad Ikhsan

NIP. 170203210

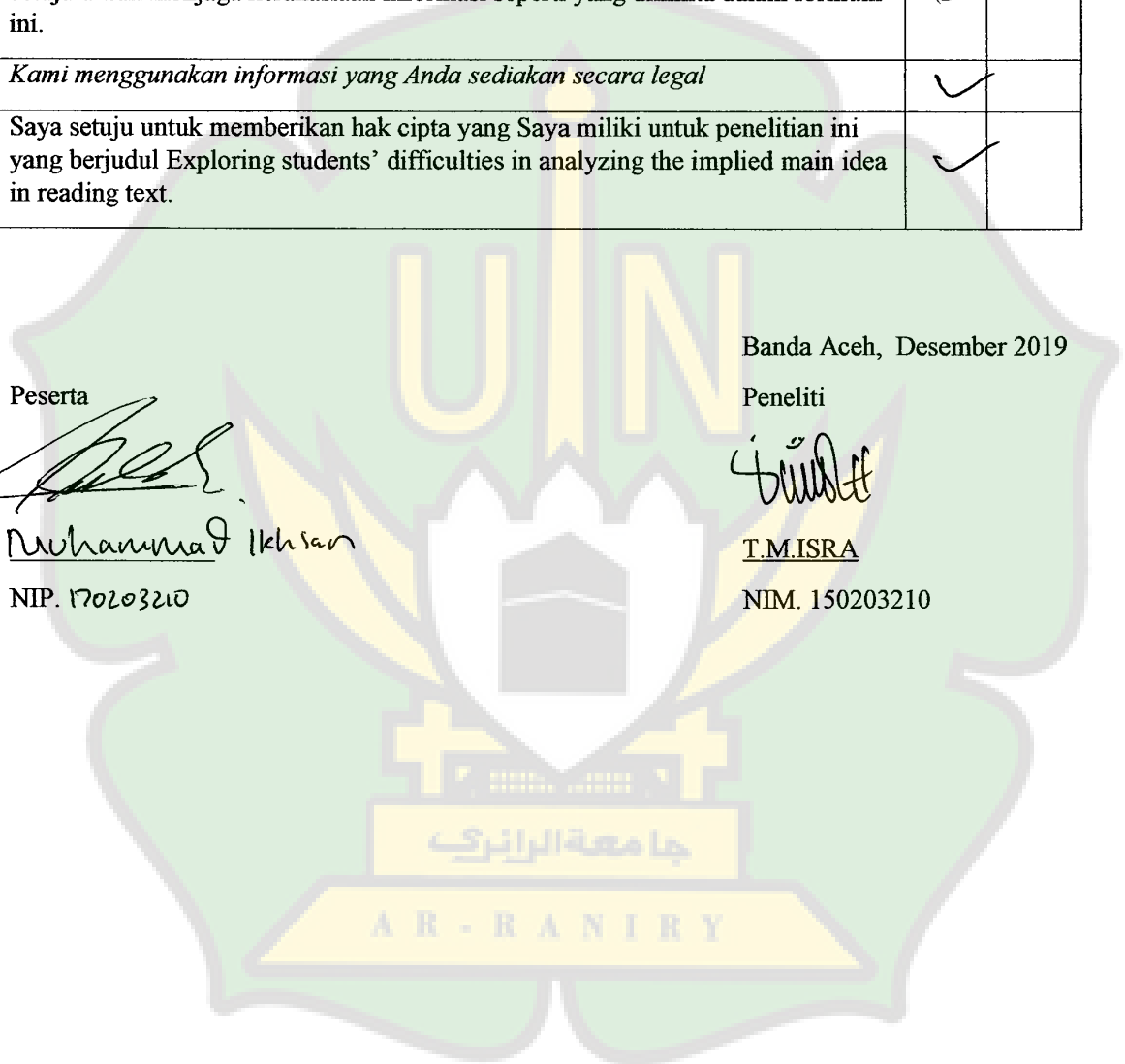
Banda Aceh, Desember 2019

Peneliti



T.M. ISRA

NIM. 150203210



FORMULIR PERSETUJUAN MENGIKUTI PENELITIAN

Nama Peneliti : T.M.ISRA

NIM : 150203210

Data Subyek

Nama : Rina Hidayati

Jenis Kelamin : pr


Alamat : Darussalam

No. Hp : 0812 60410 4902

Jenis Informasi	Iya	Tidak
Saya telah diberi kesempatan untuk bertanya tentang penelitian ini.	✓	
Saya setuju untuk menjadi bagian dalam penelitian ini, seperti bersedia diwawancarai dan direkam selama proses wawancara berlangsung.	✓	
Saya mengerti bahwa menjadi bagian dalam penelitian ini bersifat sukarela, Saya dapat menarik kembali pernyataan kapan saja dan Saya tidak harus memberikan alasan untuk itu.	✓	
<i>Penggunaan informasi yang Saya berikan hanya untuk penelitian ini</i>	✓	
Saya mengerti bahwa informasi pribadi Saya seperti alamat dan nomor telepon tidak akan diungkapkan kepada orang diluar penelitian ini.	✓	
Saya mengerti bahwa perkataan saya mungkin saja dikutip dalam publikasi, laporan, laman internet, dan hasil penelitian lainnya.	✓	
<i>Mohon pilih salah satu dari dua pilihan berikut:</i>	✓	
Saya ingin nama sebenar Saya digunakan diatas.	✓	
Saya tidak ingin nama sebenar Saya digunakan diatas.	✓	
<i>Penggunaan informasi yang Saya sediakan diluar penelitian ini</i>	✓	
Saya setuju bahwa informasi yang Saya sediakan untuk diarsipkan pada penelitian ini.	✓	
Saya mengerti bahwa peneliti asli lainnya akan memiliki akses untuk data ini hanya jika mereka setuju untuk menjaga kerahasiaan informasi sebagaimana diminta dalam formulir ini.	✓	

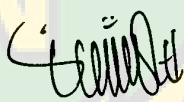
Saya mengerti bahwa peneliti asli lain dapat menggunakan kata-kata saya dalam publikasi, laporan, laman web, dan hasil penelitian lainnya, hanya jika mereka setuju untuk menjaga kerahasiaan informasi seperti yang diminta dalam formulir ini.	✓	
<i>Kami menggunakan informasi yang Anda sediakan secara legal</i>	✓	
Saya setuju untuk memberikan hak cipta yang Saya miliki untuk penelitian ini yang berjudul Exploring students' difficulties in analyzing the implied main idea in reading text.	✓	

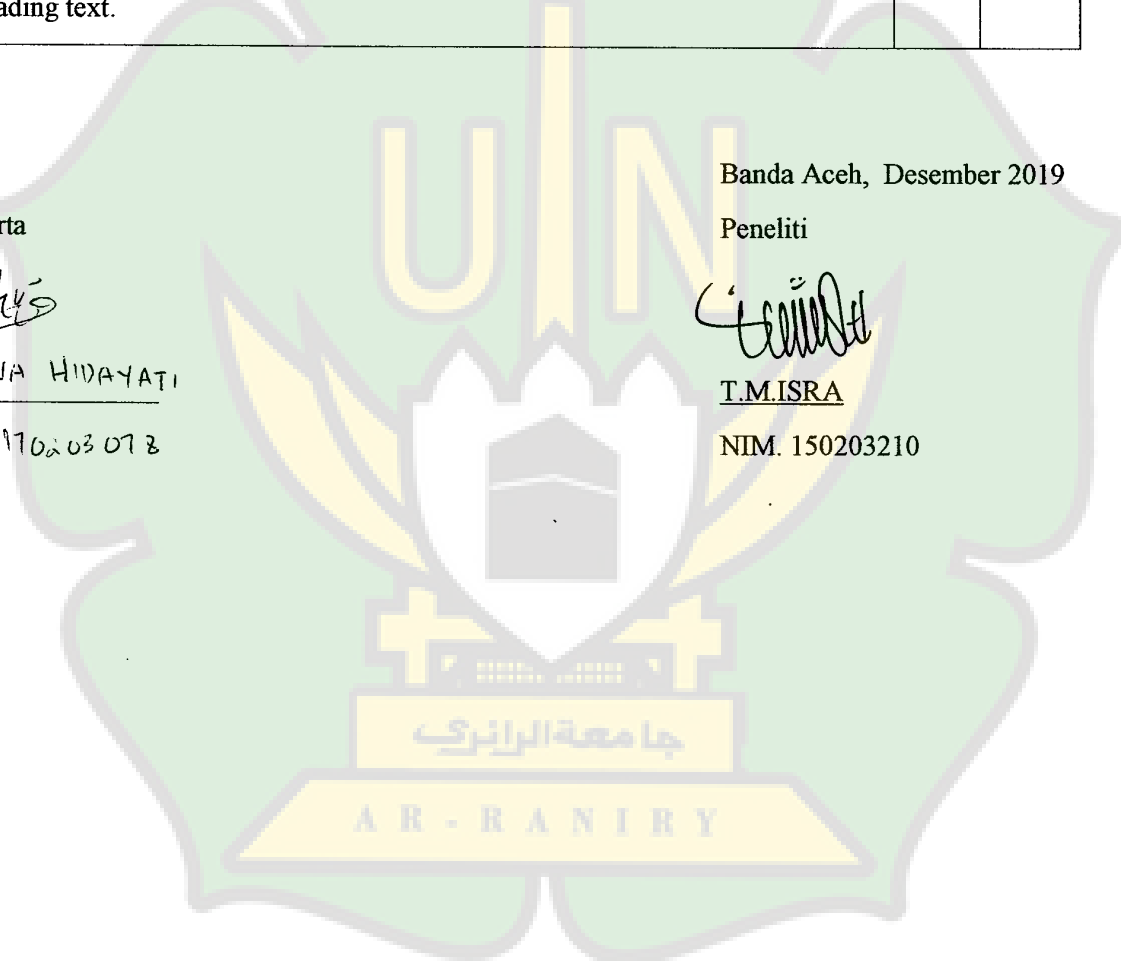
Peserta


RINA HIDAYATI
 NIP. 170203072

Banda Aceh, Desember 2019

Peneliti


T.M. ISRA
 NIM. 150203210



FORMULIR PERSETUJUAN MENGIKUTI PENELITIAN

Nama Peneliti : T.M.ISRA

NIM : 150203210

Data Subyek

Nama : NOVI YANTI

Jenis Kelamin : Perempuan

Alamat : Kajhu

No. Hp : 082274540178

Jenis Informasi	Iya	Tidak
Saya telah diberi kesempatan untuk bertanya tentang penelitian ini.	✓	
Saya setuju untuk menjadi bagian dalam penelitian ini, seperti bersedia diwawancarai dan direkam selama proses wawancara berlangsung.	✓	
Saya mengerti bahwa menjadi bagian dalam penelitian ini bersifat sukarela, Saya dapat menarik kembali pernyataan kapan saja dan Saya tidak harus memberikan alasan untuk itu.	✓	
<i>Penggunaan informasi yang Saya berikan hanya untuk penelitian ini</i>	✓	
Saya mengerti bahwa informasi pribadi Saya seperti alamat dan nomor telepon tidak akan diungkapkan kepada orang diluar penelitian ini.	✓	
Saya mengerti bahwa perkataan saya mungkin saja dikutip dalam publikasi, laporan, laman internet, dan hasil penelitian lainnya.	✓	
<i>Mohon pilih salah satu dari dua pilihan berikut:</i>	✓	
Saya ingin nama sebenar Saya digunakan diatas.	✓	
Saya tidak ingin nama sebenar Saya digunakan diatas.	✓	
<i>Penggunaan informasi yang Saya sediakan diluar penelitian ini</i>	✓	
Saya setuju bahwa informasi yang Saya sediakan untuk diarsipkan pada penelitian ini.	✓	
Saya mengerti bahwa peneliti asli lainnya akan memiliki akses untuk data ini hanya jika mereka setuju untuk menjaga kerahasiaan informasi sebagaimana diminta dalam formulir ini.	✓	

Saya mengerti bahwa peneliti asli lain dapat menggunakan kata-kata saya dalam publikasi, laporan, laman web, dan hasil penelitian lainnya, hanya jika mereka setuju untuk menjaga kerahasiaan informasi seperti yang diminta dalam formulir ini.	✓	
<i>Kami menggunakan informasi yang Anda sediakan secara legal</i>	✓	
Saya setuju untuk memberikan hak cipta yang Saya miliki untuk penelitian ini yang berjudul Exploring students' difficulties in analyzing the implied main idea in reading text.	✓	

Peserta



NOVI YANTI

NIP. 170203091

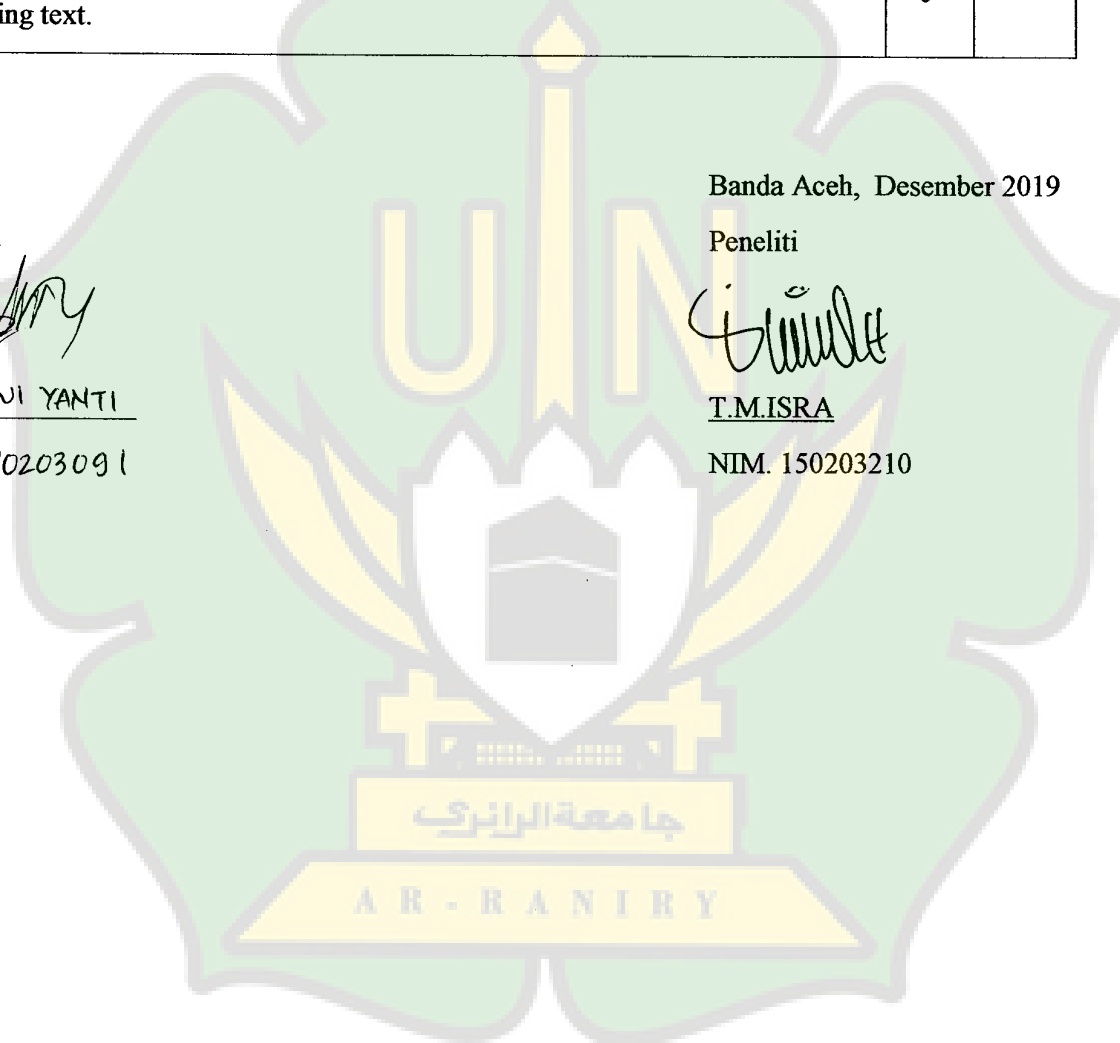
Banda Aceh, Desember 2019

Peneliti



T.M. ISRA

NIM. 150203210



AUTOBIOGRAPHY

1. Name : T.M. ISRA
2. Place/Date of Birth : Banda Aceh / 26 November 1997
3. Sex : Male
4. Religion : Islam
5. Nationality : Indonesia
6. Marital Status : Single
7. Address : Jl Mujahidin I, Lr Semangka, No 11,
Lambaro Skep, Banda Aceh
8. E-mail : t.muhammad.isra@gmail.com
9. Parents
 - a. Father : Drs. T Aiyub Amin
 - b. Occupation : Almarhum
 - c. Mother : Rasyimah M Daud, S. Pd. I
 - d. Occupation : Pensiunan
10. Education Background
 - a. MIN : MIN MODEL Banda Aceh (2003 - 2009)
 - b. MTsS : MTsS Jeumala Amal (2009 - 2012)
 - c. MAN : MAN MODEL Banda Aceh (2012 - 2015)
 - d. University : UIN Ar-Raniry (2015 - 2020)

Banda Aceh, 30 Desember 2019



T.M. ISRA