

**STUDENTS' DIFFICULTIES IN FINDING MAIN IDEA
IN READING NARRATIVE TEXT OF THE SECOND GRADE
AT MAS BABUL HUDA**

SKRIPSI

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Hereby states that my thesis entitled "**Students' Difficulties in finding Main Idea in Reading Narrative Text of the Second Grade At MAS Babul Huda**" is true of its own work and is original in nature. If in the future it turns out / is proven the result of plagiarism by someone else's work or made by someone else, it will be canceled and I am ready to accept academic sanctions in accordance with the applicable regulations.

Thus, I made this statement letter in truth.

Langsa, August 05th 2020

Who make the statement,



(Nur Jannah)

ACKNOWLEDGEMENT

Praise and great gratitude submitted to Almighty Allah SWT who always gives gracious mercy and tremendous blessing that has helped the researcher finishing this paper entitled:

Sholawat and greetings we always convey to our greatest Prophet Muhammad SAW who has illuminated the world with knowledge and exemplary, and who has brought us from darkness to brightness. Greetings and prayers also do not forget to convey to his family and all his friends.

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Finally, the researcher realizes that this thesis is far from being perfect and still has some weakness and shortage. Therefore, any suggestion and comments for this thesis would be highly accepted. Hopefully, this thesis could give contribution for further research.

Langsa, 22 December 2019
The Researcher

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ABSTRACT

Nur Jannah, 2019. Students' Difficulties in Finding Main Idea in Reading Narrative Text of The Second Grade At MA Babul Huda.

Advisor (1). Dr. Muhaini, M.A. Advisor (2). Muslem, M.Pd., M.TESOL.

This research was conducted to determine students' difficulties in finding main ideas in narrative texts. This type of research is a type of qualitative research, the results of research that has been done through observation shows that, the implementation of learning with the material found the main ideas in the second grade Indonesian Language content of the Babul Huda MA Gelanggang Merak takes place conducive, but in the use of learning models are less varied and the use of media which is less than the maximum when the teaching and learning process takes place, thus making students not too eager to pay attention to the material explained by the teacher. After the teacher explains the material about the narrative text and the main idea, the teacher gives an essay question about the narrative text and one of the questions is determining the main idea. When students finish answering all questions, the teacher checks the results of the students' answers and about 65% of the students are wrong in determining the main idea. After observing, the researcher conducts an interview with one of the English teachers at the school and some students in the second grade, with some interview questions concerning narrative texts. After conducting interviews with the teacher and several students. It was shown that the cause of students' difficulties in finding the main idea was not understanding of the main ideas, vocabulary that did not know the meaning and the sentence was too long, and students were also confused between the main idea and the main sentence in the paragraph. From these factors the teacher provides a solution that is by repeating the explanation of the narrative text and the main idea. The teacher also motivates students to focus more on class learning, memorize more English vocabulary, and the teacher also tells students to make a narrative text with determine the main idea first. From the teacher's solution, it shows that about 65% of students already understand and can determine the main ideas in narrative texts. Based on the results research and several other relevant studies, the main solution to overcome students' difficulties in finding the main idea in the text paragraphs of reading is the maximum method and media.

Keyword: Main Idea, Text Narrative

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CHAPTER I

INTRODUCTION

A. Background of Study

English is a foreign language used in Indonesia. English is widely learned both in school and in college or campus, because in this day and age English is very important to be studied by people in Indonesia and abroad, because learning English can make it easier for us to find work anywhere and easy to get scholarships out the country, besides it also makes it easy for us to communicate with foreigners in our country.

To learn English is not an easy thing for people who are new to English, because in learning English many things are known before really learning it. Firstly, we have to know English vocabulary, besides, we also have to learn four skills, namely the skills of speaking, writing, reading and listening. For students who learn English it may not be easy to master the four skills, but at least the students must be able to master a little of each of these skills. In this case, the researcher wants to explain a little about reading skills.

In English teaching, reading is one of the communication skills that required to be performed in the classroom. Reading is one of skills that must be learned by all learners or students. Reading comprehension is one of those skills

that students use in every class and will continue to use it long after they graduate. Good reading text also provides good models for writing.¹

Reading is the process by which graphic symbols are translated into meaningful sound symbols in the reader's experience. Meaning is the key : learning to read necessitate mastery of all the linguistic clues that facilitate anticipating meaning in a line of print. The reading act as practiced by mature readers may be thought of as a four- step process: perception, comprehension, reaction, and integration. Learning to read is a complicated developmental process that large numbers of children do not master although most do to some degree of proficiency. Children need to grow into reading. They do this by extending their communication skills from well developed listening and speaking skills to reading and writing. The language-experience method of beginning reading means that children's own ideas and concepts are presented in their own words, which they learn to read first.²

The ability to read is needed in several types of texts in English language lessons, one of which is the narrative text. Narrative text is a discourse or method that is often made in English textbooks at school. This narrative text contains a story or story in the past written in several paragraphs or abbreviated. Narrative is a basic and constant form of human expression regardless of ethnic origin, primary language, and enculturation.

¹Jack C. Richards and Willy Arenandya., "*Methodology in Language Teaching An anthology of Current Practice*" (New York, United States of America : Cambridge University Press, 2004), 273.

² Milles V. Zintz, *The Reading Process the Teacher and The Learner* (WM. C. Brown Company Publisher, 1980), 178.

The narrative of the world are numberless. Narrative is first and foremost a prodigious variety of genres, themselves distributed amongst different substances as though any material were fit to receive man's stories. Able to be carried by articulated language, spoken or written, fixed or moving images, gestures, and the ordered mixture of all these substances; narrative is present in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting (think of Carpaccio's Saint Ursula), stained glass windows, cinema, comics, news item, conversation. Moreover, under this almost infinite diversity of forms, narrative is present in every age, in every place, in every society; it begins with the very history of mankind and there nowhere is nor has been a people without narrative. All classes, all human groups, have their narratives, enjoyment of which is very often shared by men with different, even opposing, cultural backgrounds. Caring nothing for the division between good and bad literature, narrative is international, transhistorical, transcultural: it is simply there, like life itself.³

Other definition of narratives is event selection and event sequencing is two crucial functional elements of narrative construction, and they are reciprocally related to the subjective experience of time described in the narrative. A narrative clause is one that cannot be moved without changing the order in which events must be taken to have occurred. If two narrative clauses are reversed, they represent a different chronology: "I punched this boy/ and he punched me" implies a different sequence of events than "This boy punched me / and I punched him." Labov in Barbara Johnston theory argued that "narrative" is not

³ Emi Ernawati, *Narrative Structure of Short Stories*, (UIN MALIKI, 2010), 135.

any talk about the past, or any talk about events; it is specifically talk in which a sequence of clauses is matched to a sequence of “ events which (it is inferred) actually occurred”.⁴

There are several parts to the narrative text, namely:

1. Orientation : It is about the opening paragraph where the characters of the story are introduced.
2. Complication : Where the problems in the story developed.
3. Resolution : Where the problems in the story is solved.
4. Coda / reorientation (optional) – lesson from the story

In studying this narrative text the teacher or in the book itself will provide questions to find the main ideas of the text that is read or that is in the book. The main idea is the main idea that is in the text. This basic idea also normally functions as the core of the story presented in the book, but this main idea is not only located at the beginning of the paragraph, sometimes the author also puts the main idea in the middle or at the end of the paragraph of the narrative text. That's where students sometimes find it difficult to find the main ideas in the text. But even though it is difficult to determine the main idea in a text we still need to know the main idea of the story so that we know the purpose of the story.

The main idea is the subject of conversation in general from a text. So what we are talking about in general. The topic is not a sentence, but a word or phrase. The main idea of a paragraph is the primary point or concept that the author wants to communicate to the readers about the topic. Hence, in a

⁴SanghamSiahan and KisnoShinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), 126.

paragraph, when the main idea is stated directly, it is expressed in what is called the *topic sentence*. It gives the overarching idea of what the paragraph is about and is supported by the details in subsequent sentences in the paragraph. In a multi-paragraph article, the main idea is expressed in the *thesis statement*, which is then supported by individual smaller points. Think of the main idea as a brief but all-encompassing summary. It covers everything the paragraph talks about in a general way, but does not include the specifics. Those details will come in later sentences or paragraphs and add nuance and context; the main idea will need those details to support its argument.

In this case the researcher sees that many students who do not understand how to find the main idea are caused by students who are confused about where the main ideas should be and sometimes they often assume that the main idea is always at the beginning of the sentence. But it turns out the author of a narrative book or text sometimes often puts the main idea in the middle and end of a sentence or end of a paragraph. So, that is what makes students often wrong is to find the main idea. Therefore, the researcher wants to examine students who have difficulties in understanding the main ideas of a narrative text.

Based on the previous statement above the researcher will conduct a research under the title **"STUDENT DIFFICULTIES IN FINDING MAIN IDEA IN READING NARRATIVE TEXT AT THE SECOND GRADE AT MAS BABUL HUDA"**.

B. Research Question

1. What are students difficulties in finding main ideas in reading narrative text?
2. How does the teacher's solution to solve students' difficulties in finding main ideas in reading narrative text?

C. Research Objective

1. The purpose of this study was to find factors that cause students who have difficulty finding the main ideas in narrative texts.
2. To find solutions to overcome the difficulties of students in finding the main ideas in the narrative text at MA Babul Huda.

D. The Scope of Study

Research should be limited in its scope, so that the problem being examined is not too wide and the research is effective. To limit the scope of the discussion and to analyze the problem, the researcher limited the research to find main idea in a narrative text. Besides the main idea in narrative text, there are several parts that must be known to readers.

There are several parts to the narative text, namely

1. Orientation : It is about the opening paragraph where the characters of the story are introduced.
2. Complication : Where the problems in the story developed.
3. Resolution : Where the problems in the story is solved.
4. Coda / reorientation (optional) – lesson from the story.

In a text there must be a main idea that aims to make it easier for someone to understand the purpose of the text story. This main idea is usually located at the beginning of the sentence but there is also one that is located at the end of the sentence or mid sentence. The main idea is the subject of conversation in general from a text. In other word, the main idea we are talking about in general. The topic is not a sentence, but a word or phrase.

The main idea of a paragraph is the primary point or concept that the author wants to communicate to the readers about the topic. Hence, in a paragraph, when the main idea is stated directly, it is expressed in what is called the *topic sentence*. It gives the overarching idea of what the paragraph is about and is supported by the details in subsequent sentences in the paragraph. In a multi-paragraph article, the main idea is expressed in the *thesis statement*, which is then supported by individual smaller points. Think of the main idea as a brief but all-encompassing summary. It covers everything the paragraph talks about in a general way, but does not include the specifics. Those details will come in later sentences or paragraphs and add nuance and context; the main idea will need those details to support its argument.

E. Research significances

The result of this research are expected to:

1. Theoretically

The results of this research are expected to give more empirical evidences to the existing research finding in teaching and learning reading.

2. Practically

a. For students

The results of this study aim to make it easy for students to understand the meaning or content of narrative text stories by finding or determining key ideas. Students must be able to find the main ideas in narrative texts, so that when they read, they understand what the story means. The researcher knows how to understand the story from the narrative text and to know how to make students easier and understand in reading a text, so when the writer or researcher teaches students about narrative texts the author will find it easier to teach well.

b. For teachers

The significances of research for teachers is that teachers can find out students' reading skills in reading narrative texts and look for the main ideas contained in the text. Facilitate the teacher when giving lessons about narrative text so that the teacher does not need to explain the meaning contained in the text because students can already find the main idea and understand the story.

c. For other researchers

The significances for other researchers are to be able to find other ways to teach or analyze students' abilities in finding the main ideas contained in the narrative text. It is expected to give new knowledge and information for the further researchers to do a better research in the future. It is also hoped for the further researchers to make improvement when doing the same case study in the future.

F. Terminology

1. Text narrative

Narrative is first and foremost a prodigious variety of genres, themselves distributed amongst different substances as though any material were fit to receive man's stories. Able to be carried by articulated language, spoken or written, fixed or moving images, gestures, and the ordered mixture of all these substances; narrative is present in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting (think of Carpaccio's Saint Ursula), stained glass windows, cinema, comics, news item, conversation. Moreover, under this almost infinite diversity of forms, narrative is present in every age, in every place, in every society; it begins with the very history of mankind and there nowhere is nor has been a people without narrative. All classes, all human groups, have their narratives, enjoyment of which is very often shared by men with different, even opposing, cultural backgrounds.

2. Main idea

The main idea of a paragraph is the primary point or concept that the author wants to communicate to the readers about the topic. Hence, in a paragraph, when the main idea is stated directly, it is expressed in what is called the *topic sentence*. It gives an overall idea of what the paragraph is about and is supported by the details in the following sentences in the paragraph. In a multi-paragraph article, the main idea is expressed in the *thesis statement*, which is then supported by individual smaller points. Think of the main idea as a brief but all-encompassing summary. It covers everything the paragraph talks about in a

general way, but does not include the specifics. Those details will come in later sentences or paragraphs and add nuance and context; the main idea will need those details to support its argument.

CHAPTER IV

Research Finding and Discussion

A. Research Finding

1. Observation results

The first step of the study was to conduct preliminary observations of the teaching and learning process of English, especially in the reading skills of second year students of MA Babul Huda in the peacock arena. But this research focuses on the ability of students to read narrative texts and find their main ideas. Here the researcher makes direct observations of students' learning processes about narrative texts with several aspects that have been observed as follows:

- a. The purpose of this observation is to obtain information on how the students can understand a text in English and play ideas.
- b. The observed aspect
 1. How the teacher gives an explanation of the narrative text and main ideas.
 2. Students who understand narrative text and play ideas.
 3. Students who don't understand narrative text and main ideas.
 4. Students who understand texts but do not understand the main ideas.
 5. Students who have difficulties when asked to find main ideas in the narrative text.
 6. Factors that make students difficult to understand and find the main idea.
 7. The way the teacher overcomes students who have difficulty in finding the main idea.

From several aspects that have been observed above, the researcher gets a little information about how the learning process of second grade students when learning narrative texts and main ideas. The learning process of second grade students is very good, the initial activities carried out by the teacher in the class are before starting the lesson, the teacher greets first, then the teacher asks the students how they are doing. After that, the teacher starts the English lesson with the theme of narrative text, the teacher explains the notion of narrative text, its generic structure, and the kinds of narrative texts. The teacher also explains the understanding of the main ideas in the narrative text and the location of the main ideas in general, a few minutes the learning takes place, the teacher also asks students if students already understand about the narrative text and main ideas. About 50% understand narrative texts and don't understand the main ideas. And about 30% who understand narrative texts and main ideas, and some who don't understand both, about 20%. After that the teacher asks students to determine the main ideas contained in the text, but only 30% of students are able to understand the main ideas and find the main ideas in the text.

The teacher also asked students what made them not understand about the main idea and difficulty in finding the main idea, some students answered that they did not understand what the main idea was, because so far students only read narrative texts but never knew what ideas were principal, and some other students answered that they were less focused when the teacher explained the purpose of the main idea, and there were also those who felt that they lacked vocabulary so they did not understand what they were reading. And the teacher repeats the

explanation of the narrative text and the main idea, but when the teacher has repeated the discussion, not all students understand the main idea because the existing media at the school is very minimal, so when the teacher teaches only using books provided at school and photocopy sheets about a narrative text.

2. Interview results

a. Interview with an English teacher

After making observations and researchers have obtained little information about the difficulties of students in finding the main idea. Next is an interview with an English teacher and second-grade students as research participants. The first object that has been interviewed is the second grade English teacher MA Babul Huda, below are some interview questions with the teacher that has been conducted at the MA Babul Huda school.

Researcher	English Teacher
1. Are the students interested in reading?	Still lacking interest
2. How do you teach narrative text to the students?	Explain the meaning of narrative text and its generic structure
3. Do the students understand the purpose of the text?	Some students understand and some don't
4. How do the students can understand the story of the text?	Students translate stories first
5. Do you explain the main idea before learning narrative texts in class?	After explaining the narrative text, it will explain the main idea
6. Do you use media in teaching narrative text and main idea?	Using a photocopy of a narrative text story and a picture relating to the story then placed on the wall

7. Do you have any difficulties in explaining the main ideas to students in class?	A little difficult because students do not master vocabulary
8. Do all of the students understand the main ideas in the narrative text?	About 70% understand when they have used photocopy sheets that are posted on the wall
9. Do you ask your students to find main ideas?	There are, give some questions and one of them is to find the main idea
10. Do the students have difficulties in finding main ideas in narrative text?	Students find it difficult to find basic ideas, only a few people can find main ideas
11. What are the factors that make the students difficult in finding main ideas?	Vocabulary that is difficult to make students difficult to understand the story, the story is too long, students are confused about the main ideas and main sentences and there are some students who are not focused when studying
12. Do you provide a brief explanation when the students do not understand about finding main ideas?	Yes, the teacher reexplain the understanding of the main ideas and how to look for the main ideas in the narrative text
13. What are the solution to solve the students difficulties in finding main ideas?	The first solution is to repeat the explanation of the main ideas several times, then the teacher tells students to make a narrative text by first determining the main idea. Telling students to memorize more English vocabulary

From the interview table above, researchers obtained information about students' understanding in learning narrative texts and main ideas. From the questions raised by researchers that there are still many students in the second grade at MA Babul Huda school, there are still many who are difficult to

determine the main idea of the narrative text due to several factors. And there are also some people who still don't understand what narrative text is because their interest in reading is still lacking.

Some factors that make it difficult for students to determine the main idea through interviews with the teacher are the lack of interest in reading students, students have never read narrative text, the vocabulary is difficult on the text, confused between the main idea and main sentence, the story is too long and there are also some students who do not pay attention to the teacher when explaining the main idea are also one of the factors that make it difficult for students to understand and search for main ideas in narrative texts.

From some of these factors the teacher has a little difficulty when explaining narrative texts and main ideas, so that when there are students who do not understand narrative texts or main ideas, the teacher slowly rephrases what narrative texts and main ideas are several times. That is one way the teacher overcomes the factors that make it difficult for students to find the main idea. In addition, the teacher also gave students several questions related to narrative texts and main ideas. But there are not a few students who are difficult to answer questions related to the main idea and there are also students who are fooled by the main sentence.

Another solution given by the teacher to overcome the difficulties of students in determining the main idea is, students are told to make a narrative text by determining the main idea first. In addition, the teacher gives several examples of main ideas on some easy narrative texts.

b. Interview with students

After conducting an interview with an English teacher, the researcher conducted interviews with a number of students in the second grade MA Babul Huda. Below this is an interview table with several students in second grade.

The first interview question: "Have you ever read a narrative text?"

S 1	I once read narrative text
S 2	I often read narrative texts first
S 3	I have read narrative texts in English learning books
S 4	I've ever read a narrative text
S5	I have read it once upon a time
S6	I never read a narrative text
S7	I never read a narrative text
S8	I often read narrative texts whose stories are about animals
S9	I like reading narrative texts especially about animals and legends
S10	I have read stories but not whether they are narrative text stories or not

From the first interview question on ten students namely whether students have read narrative texts, and six people have answered, and four more students have never read narrative texts.

Second interview question: What do you know about the narrative text?

S 1	Narrative text is a text that tells about true stories that happened in the past
S 2	Narrative text is a story about an animal or an event that happened in the past which is made in the form of text
S 3	A story that contains an animal story or legend which is summarized into a short story
S 4	Narrative text is a text that tells of events in the past
S 5	Narrative text is a written story that is made into a text
S 6	Narrative text is a short story about an animal or a place of legend or a human story

S 7	A text that contains stories about human animals and places
S 8	Narrative text is a true story made into a narrative text
S 9	Narrative text is a story about a legend, either tells a human story, an animal or a place that is lifted from a true story
S 10	Namely texts that tell about animals and humans

From the second interview question that is whether students know the narrative text,

Next interview question: How do you understand the story?

S1	The plot of the story
S2	From the title and contents of the story in the text
S3	By reading it from beginning to end
S4	By reading it from beginning to end
S5	The plot of the story
S6	By reading from beginning to end and then translated first
S7	See from the title of the text
S8	From the title, main ideas, and story line
S9	By reading from beginning to end and then translated first
S10	From the title, main ideas, and story line

From the next interview question that is how students understand the story from narrative texts, there are students who answer from the title and content of the story, there is also a way to read it from beginning to end, there is also a way to read and understand the storyline, the main ideas, and some are translate first into Indonesian and then read. And there are some people who don't answer because they never read narrative technology.

Next interview question: When studying narrative texts, does the teacher explain what are the main ideas in a text?

S1	The teacher explains the narrative text and then the teacher explains the main idea
S2	The teacher explains the main idea after the teacher explain the narrative txt first
S3	The teacher explain one by one, what is narrative text, then the type of narrative, the generic structure and then the main idea
S4	Previously the teacher asked us what the main ideas were before explaining, the teacher explained the narrative text and the main ideas in class
S5	The teacher first explains the narrative text, when we already understand the narrative text the teacher also explains the main idea
S6	The teacher explains the main ideas after explained the narrative text
S7	When learning about narrative text, the teacher asked us if we knew the narrative text and main idea, then the teacher explained them one by one
S8	Before explaining the main idea the teacher always asks us what is the narrative text and the main idea and then explains it
S9	After explaining the narrative text the teacher explains the main ideas
S10	The teacher explains the narrative text, its type, the charcteristics of the text and main idea

Next interview question: Do you know what is meant by the main idea?

S1	The main idea is a topic of discussion of a text
S2	The main idea is the main idea that is the topic of the story in the text
S3	That is the idea of a story in a narrative text
S4	I don't know what the main idea is
S5	Namely the idea of the story that was made into a text
S6	I do not understand what the main idea
S7	A topic discussed in a story
S8	A word or sentence that is the talk of the text
S9	I don't know the main idea
S10	I do not understand the main idea

From the next interview question, do students know what the main ideas are, six out of ten students answer know and four do not know.

Next interview question: How important do you think the main ideas in narrative text?

S1	The importance of the main idea in the text is that it allows the reader to understand the story
S2	Important main ideas so that readers more easily understand the purpose of the writer in the story
S3	The importance of the main idea so that you know what is said in the text
S4	The main idea is very important in the text to know the purpose of the story
S5	In my opinion it is very important to make it easier to understand the story
S6	The main idea is important for writers and readers
S7	Very important main ideas in a text
S8	The main idea is important so that it is easy for the writer to make the story and easy for the reader to understand the story
S9	The importance of the main idea so that it is easy to understand the contents of the story for the reader
S10	The main idea in my opinion is important so that it's easy to read and understand a story

From the next question whether the main idea is important in the narrative text, and all student answer the important idea is in the narrative text.

Next interview question: Where is the main idea generally located in a narrative text?

S1	Mid sentence and sometimes ending
S2	Mid and at the end of the sentence
S3	In the first paragraph
S4	In the first paragraph
S5	I don't know
S6	I don't know
S7	At the beginning of the sentence
S8	In the first paragraph
S9	I don't know
S10	At the beginning of a paragraph and at the end of a paragraph

From the next question which is where the general idea lies in the narrative text, students answer at the beginning of a sentence, some answer in the middle and end of a sentence, some answer at the beginning of a paragraph, some answer at the beginning of a sentence and some students do not know where generally the main die is located in the narrative text.

Next interview question: Have you been told by the teacher to find out main ideas in narrative text?

S1	The teacher once told us to look for main ideas
S2	The teacher told us to look for main ideas by giving a number of questions
S3	After the teacher explains the material, the teacher gives a number of questions including finding main ideas
S4	The teacher once told us to look for main ideas in the narrative text
S5	After the teacher explained the material the teacher then told us to look for the main ideas in the narrative text
S6	The teacher gives questions to find the main ideas in the narrative text
S7	The teacher always gives questions about the material that has been explained
S8	The teacher told us to find the main idea after explaining it
S9	The teacher gives some questions, one of which is to find the main idea
S10	After the teacher explained, the teacher told us to look for the main ideas in the text

The next question is whether the teacher ever asked students to find the main idea, and all students answered that the teacher had told them to look for the main idea in the narrative text.

Next interview question: What is your strategy or way to find the main ideas in narrative text?

S1	By reading and understanding text
S2	By reading it from beginning to end
S3	By reading it
S4	Read it from beginning to end
S5	Read it from beginning to end
S6	By reading and understanding text
S7	Read it from beginning to end
S8	Read it from beginning to end
S9	Read it repeatedly
S10	Look for words or sentences that are often repeated in the text

Next interview question: Is it easy or difficult to find the main ideas in narrative text?

S1	Difficult because it is almost the same as the main sentence
S2	For me it is easy to determine the main idea by looking at words or sentences that are often repeated in the story
S3	Easily find the main ideas by searching for the most important words
S4	A little difficult to determine the main idea
S5	It is easy for me to find the main idea by looking at the title
S6	It is difficult for me to find the main idea
S7	Finding the main idea is difficult because I do not understand English
S8	I do not understand the main ideas so it is difficult to find the main ideas in the text
S9	Difficult to find the main idea in the text that is too long
S10	Easily find main ideas by interpreting the whole story into Indonesian

From the interview questions above, is it easy for students to find main ideas or difficulties, and about four students answer easily and six students answer difficult. It can be concluded that more difficult to find the main ideas in the narrative text.

Next interview question: What makes it difficult for you to find the main ideas in narrative text?

S1	Sometimes the story is long
S2	-
S3	-
S4	Confused between the main sentence and the main idea
S5	-
S6	Confused distinguish between the main idea and the main sentence
S7	Vocabulary is difficult so all the stories must be translated first
S8	Do not understand
S9	The story is too long
S10	-

From the interview above it discusses what makes it difficult for students to find the main ideas in the narrative text, and students answer that they are confused about distinguishing between the main ideas and the main sentences,

there are also those who say stories that are too long and many vocabularies that are difficult or that they have never heard of previous.

Next interview question: Is there a solution from the teacher given to you when you are having trouble finding the main idea?

S1	There, the teacher explains again the understanding of the main ideas
S2	The teacher's solution is that we are told to pay attention to the explanation of the teacher while learning and the teacher explains the subject matter
S3	The teacher repeated the explanation of the main ideas and narrative texts, then the teacher told us to memorize new vocabulary words
S4	The teacher's solution is that the teacher always explains the material, then the teacher gives an example of the main ideas, then the teacher also tells us to memorize a lot of vocabulary
S5	The teacher gives examples of the main ideas in other narrative texts
S6	The teacher's solution is to provide examples of key ideas in some narrative texts
S7	The teacher repeats the explanation
S8	The teacher gives examples of other main ideas
S9	The teacher asks to re-read the story
S10	The teacher provides a solution by giving examples of narrative texts and the main ideas contained in the text

From the interview above concludes that when there are students who do not understand, the teacher provides several solutions, namely by repeating the explanation of the main ideas and narrative texts, the teacher also gives examples of the main ideas in other narrative texts, and the teacher also asks students to re-read the story so more understand.

Next interview question: Does the teacher repeat the discussion of the main ideas to those of you who do not understand how to find the main ideas?

S1	The teacher explained again about narrative text and main idea
S2	The teacher explained again about subject matter if the students do not understand
S3	The teacher always repeats the discussion if we don't understand it
S4	The teacher repeats the explanation and gives examples of narrative texts and main ideas
S5	Yes, the teacher always repeats the explanation
S6	The teacher will repeat the explanation of the material if there are those who do not understand
S7	The teacher always explains the subject matter again
S8	The teacher there explained the discussion back to us
S9	The teacher always repeats the subject matter several times to us if we don't understand it
S10	Yes, There is

From the interview questions above, all students answered that the teacher repeated the explanation of the main ideas to students who did not understand or were still having difficulty in finding the main ideas. This is one way for the teacher to make his students understand about the main idea.

Next interview question: Does the teacher's solution make you understand and can find main ideas in narrative text?

S1	Already understand but still a little confused looking for the main idea
S2	Already understand and can find the main idea
S3	Understood
S4	Understood
S5	Already understand the main idea but it's still rather difficult to find the main

	idea in the text because I can't speak English
S6	Already understand and easily find the main idea
S7	Already understand but still can't find the main idea because the text is too long
S8	Little understood and little difficult to find the main idea
S9	Understood
S10	Understood

From the last interview question, when the teacher gives a solution to students who do not understand the main ideas or find it difficult to find the main ideas in the narrative text and whether students become more understanding how to find the main ideas in the text, and almost all students answer that they already understand and can looking for the main ideas in the narrative text, but there are also some who are still having difficulty in finding the main ideas even though they already understand what the main ideas are.

B. Discussion

From the results of observations and interviews conducted by researchers with several students and English teachers, researchers obtained information related to student problems, namely the difficulty of students in finding main ideas in narrative texts. Researchers see that the factor that makes it difficult for them to find the main idea is the lack of vocabulary, this can be proven in the answers of

teachers and students from the first question in the interview. From the interview most students answered that they had never before read the narrative text so they did not know what was meant by the main ideas in the narrative text and had never looked for the main idea. Another factor that makes students difficult to find the main idea is the story in the text that is too long so that sometimes they have to re-read the story in order to understand, besides the lack of mastering English vocabulary so they have to translate all the stories. The difficulty of distinguishing between main ideas and main sentences also makes it difficult for some students to find the main ideas.

Of the several factors that make it difficult for students to find the main idea, the teacher provides a solution that is by giving examples of the main ideas in other narrative texts, the teacher also explains again the understanding of the main ideas and how to look for them. The teacher also instructs students to create their own narrative texts by having to determine the main ideas in advance so that students understand the characteristics of the main ideas in the narrative texts. And students are motivated to memorize a lot of English vocabulary so that when students read a text they don't need to translate all the stories anymore, at least students only look for meanings of words that are difficult or that they have never heard before.

From the solutions that have been given, according to the teacher's explanation almost all students can determine the main idea and have understood the main idea, although there are about 3 people who are still wrong in looking for the main idea, but the teacher still explains it back to the student.

CHAPTER V

Conclusion and suggestion

A. Conclusion

Based on the discussion and analysis above, it can be concluded that the difficulty of students in determining the main ideas in the narrative text is influenced by several factors. The factor can be through the students themselves, from the teacher and through the media in the school. Some factors cause students to be difficult in determining the main idea, there are still many students who have never read the narrative text before, so they do not know what the narrative text is and what the main idea is. Another factor is that students do not master English vocabulary so students must first translate the narrative text in order to understand. The stories in the text that are sometimes too long also affect students to find the main idea. In addition, the media is lacking so that the teacher teaches narrative texts only with books and copy sheets about the narrative text so that students are less attractive to pay attention to the discussion of narrative texts.

From the factors above, the teacher provides several solutions so that students can understand more about the main ideas and easily determine the main ideas in the narrative text. The first thing done by the teacher is to re-explain the discussion of the narrative text and main ideas to students, the teacher also gives examples of the main ideas in other narrative texts, besides the teacher also explains the general location of the main ideas in the narrative text and explains the characteristics of the main ideas as well. Another thing given by the teacher is that students are told to determine their own main ideas to create narrative texts.

Students are told to memorize more English vocabulary so that when reading narrative texts students no longer need to translate all the texts unless there are words that are too difficult so students only translate these difficult words.

B. Suggestion

From the conclusion above, the researcher would like to give some suggestion as follow:

a. For the English teacher

1. Teachers are expected to find effective techniques or methods in teaching process, especially in teaching narrative text and main idea.
2. The teacher should give explanation of the material clearly. The teacher not only explain theoretically the material, but also teacher should make the students interest to study by giving a good strategy and give interesting topic of narrative text.

b. For students

The students should realize that reading is a very important skill to be learn. They also have to decrease their laziness when reading. The students also need to bring their own dictionary to the class in order to be more understood about the new vocabulary the get from reading. The students have to pay attention to the teacher's explanation about anything. They also have to be courage to ask a question if they don't understand about something.

c. For other researcher

It is also suggested to the further researchers who want to analyze about students' difficulties, it would be better to analyze with different aspects of this research. It also expected to the further researcher to use various test instruments, for example test essay and for the questionnaire use open-ended questions which can get various answer from the students and also a deeper explanation