

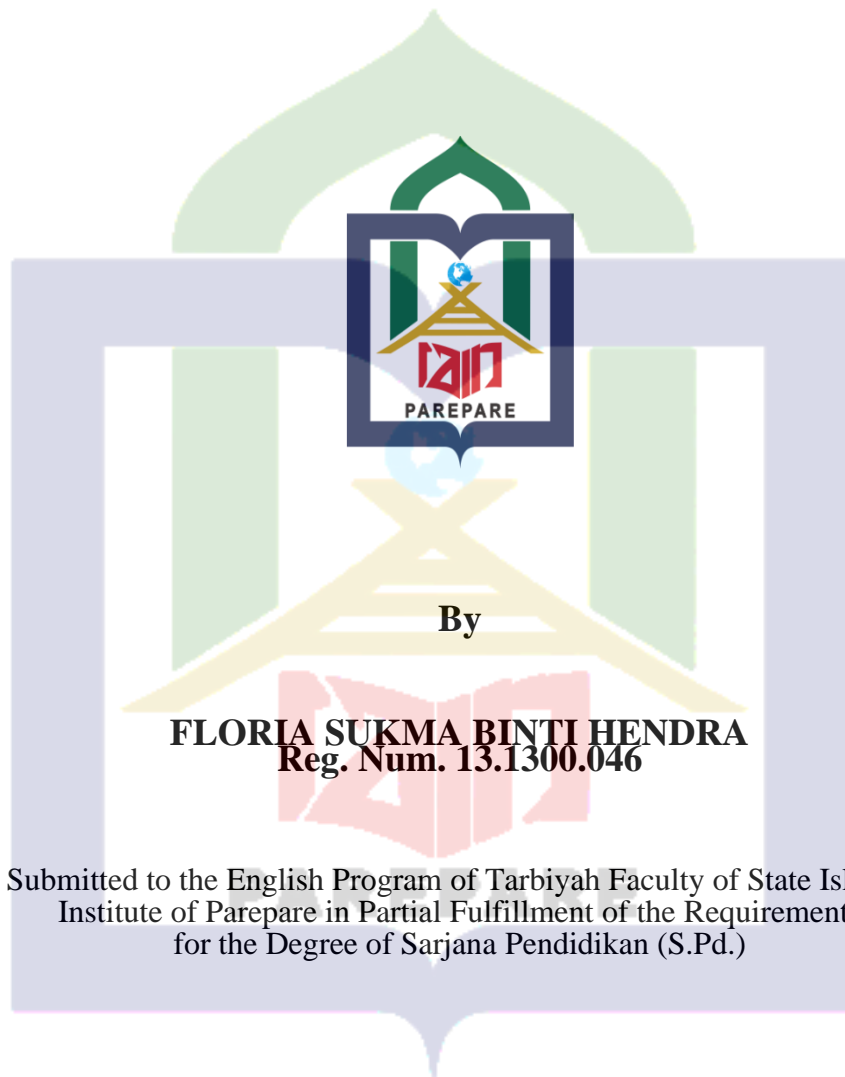
SKRIPSI
ANALYZING STUDENTS' CONCENTRATION IN LEARNING
READING AT THE FIRST YEAR OF MTs MA'ARIF
SARAMPU POLEWALI MANDAR



ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

SKRIPSI
ANALYZING STUDENTS' CONCENTRATION IN LEARNING
READING AT THE FIRST YEAR OF MTs MA'ARIF
SARAMPU POLEWALI MANDAR



Submitted to the English Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

**ANALYZING STUDENTS' CONCENTRATION IN LEARNING
READING AT THE FIRST YEAR OF MTs MA'ARIF
SARAMPU POLEWALI MANDAR**

Skripsi

**As Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted By

**FLORIA SUKMA BINTI HENDRA
Reg. Num. 13.1300.046**

To

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student : Floria Sukma Binti Hendra
The Title of Skripsi : Analyzing Students' Concentration In Learning
Reading at the First Year of MTs Ma'Arif Sarampu
Polewali Mandar.

Student Reg. Number : 13.1300.046

Faculty : Tarbiyah

Study Program : English Education

By Virtue of Consultant Degree : SK. The Chairman of STAIN Parepare

No. Sti.08/PP.00.9/0324a/2017

Has been legalized by

Consultant : Dr. H. Saepudin, S.Ag., M.Pd. (.....)

NIP : 19721216 199903 1 001

Co-Consultant : Dr. Abdul Haris Sunubi, S.S., M. Pd. (.....)

NIP : 19750308 200640 1 001

Approved by:

Tarbiyah Faculty



Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

ANALYZING STUDENTS' CONCENTRATION IN LEARNING
READING AT THE FIRST YEAR OF MTs MA'ARIF
SARAMPU POLEWALI MANDAR

Submitted by

Floria Sukma Binti Hendra
Reg Num.13.1300.046

Had been examined on March 11th, 2020 and had been declared
that it fulfilled the requirements

Approved by

Consultant Commissions

Consultant
NIP

: Dr. H. Saepudin, S.Ag., M.Pd.
: 19721216 199903 1 001

Co-Consultant
NIP

: Dr. Abdul Haris Sunubi, S.S., M.Pd. (...)
: 19700320 200501 1 006

PAREPARE

State Islamic Institute Parepare

Tarbiyah Faculty
Dean,



Dr. Ahmad Sultra Rustan, M.Si.
NIP. 19600427 198703 1 002



Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Skripsi : Analyzing Students' Concentration In Learning
Reading at the First Year of MTs Ma'Arif Sarampu
Polewali Mandar.

Name of the Student : Floria Sukma Binti Hendra

Student Reg. Number : 13.1300.046

Faculty : Tarbiyah

Study Program : English Education

By Virtue of Consultant Degree : SK. The Chairman of STAIN Parepare

No. Sti.08/PP.00.9/0324a/2017

Date of Graduation : March 11th, 2020

Approved by Examiner Commissions

Dr. H. Saepudin, S.Ag., M.Pd. (Chairman)

Dr. Abdul Haris Sunubi, S.S., M.Pd. (Secretary)

Drs. Abd. Rauf Ibrahim, M.Si. (Member)

Wahyu Hidayat Ph.D. (Member)

(.....)

(.....)

(.....)

(.....)

Cognizant of:

State Islamic Institute of Parepare
Rector,



Hamad Sultra Rustan, M.Si.
19640427 198703 1 002

ACKNOWLEDGEMENTS



In the name of Allah, The Beneficent and The Merciful

First of all, let's thank to our God, praise be on Him the beneficent the merciful Lord of the world, the owner of the Day of Judgment, for he has given us the mercy and blessing. Shalawat and Salam we convey to our Prophet Muhammad saw (peace be upon him), the last messenger of Allah swt. He has already spread the Islamic teaching to all human being in this world.

Secondly, the researcher would thank to his beloved parents, Hendra Salandra and Intan Pabi who always never stop teaching their precious meaning of life, giving their knowledge, giving their time and who always pray him every time, and also thank for my big family who always give support every my step.

Thirdly, the researcher also would like to address his thank and great gratitude to Dr. H. Saepudin, S.Ag., M.Pd. as the first consultant and Dr. Abdul Haris Sunubi, S.S, M.Pd. as the second consultant, who has give consultation with full of patience, help and guidance as valuable advice during developing this "Skripsi" and completing his work, may Allah swt respond to their kindness much better.

The researcher also would like to express his deepest and great thanks to:

1. Dr. Ahmad Sultra Rustan, M.Si. as the rector of State Islamic Institute (IAIN) Parepare.

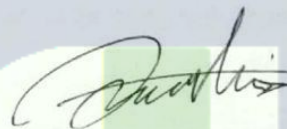
2. Dr. H. Saepudin, S.Ag, M.Pd. as Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah.
3. Mujahidah, M.Pd. as the chairman of English Program for the fabulous serving to the students.
4. All lecturers of English Program who have already taught the writer during his study in IAIN Parepare.
5. Sri Masytahwati, S.Ag. as the headmaster of Ma'arif Sarampu Polewali Mandar who had allowed the writer to conduct and observe the research at the school.
6. Nur Azizah, S.Pd. as the English Teacher of Ma'arif Sarampu Polewali mandar who has given the writer advices and change in teaching and doing the research.
7. Her best friend in senior high school Niken Wulandari, Radha, Darliana, Nur Padila and all of my best friend 2 PM (Pemasaran 2).
8. Her best friends Siska Triyastuti, Iga Mawarni, Hariyana, Surianti Asriadi, Hasmila, Buyung Renaldy, M.Pd. and Muhlis who always gave their supports and courage as well as their helping for finishing this research.
9. His friends in English Program of Tarbiyah Department 2013 Thanks for support and sharing their time and being good friends.
10. For my father (Hendra Salandra), my mother (Intan Pabi), my young sisters (Hariyana, Bibiana, Rismayanti and Nur Apiqah), my young brother (Muhammad Nizam) and all my family who have given support for me to finish my skripsi.

11. All people who have given their help in writing this “Skripsi” that the writer could not mention it one by one.

Finally, the writer realize that this skripsi cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for him to get critiques and suggestion to make this skripsi better. Hopefully, this skripsi will be useful for all of us and for the development of English teaching and learning, Aamiin.

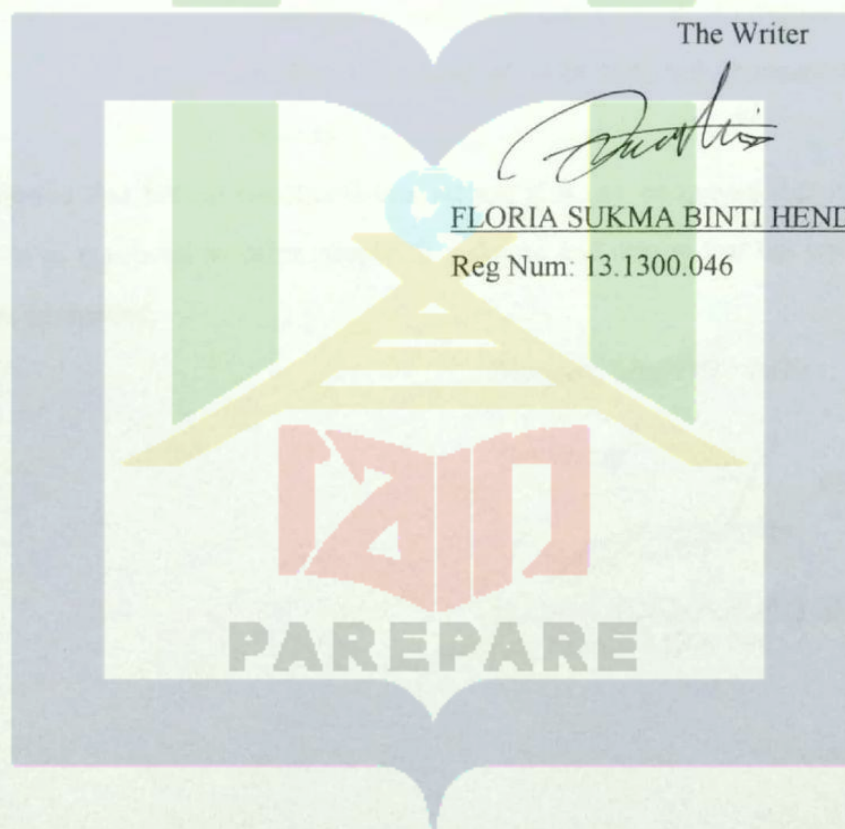
Parepare, Maret 02th 2020

The Writer



FLORIA SUKMA BINTI HENDRA

Reg Num: 13.1300.046



DECLARATION OF THE RESEARCH AUTHENTICITY

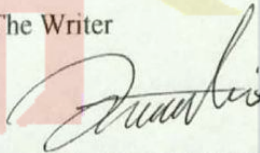
The writer who signed the declaration bellow:

Name : Floria Sukma Binti Hendra
Nim : 13.1300.046
Birthday Date and Place : HOS.Q.E.KOTA KINABALU, 10 July 1994
Study Program : English
Faculty : Tarbiyah Faculty
Skripsi Title : Analyzing Student's Concentration in Learning Reading
at The First Year of MTs MA'Arif Sarampu Polewali
Mandar.

Stated that herself conducted this skripsi, if it can be proved that is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

Parepare, Maret 02th, 2020

The Writer



FLORIA SUKMA BINTI HENDRA
Reg Num: 13.1300.046

ABSTRACT

Floria Sukma Binti Hendra. *Analyzing Students' Concentration in Learning Reading at the First Year Students of MTs Ma'Arif Sarampu Polewali Mandar.*
(Supervised by H. Saepudin and Abdul Haris Sunubi)

This research aimed to find out the students' concentration factors in learning reading. This is the main factor that should be considered both teacher and the students to have a good efficiency in reading. This research conducted in MTs Ma'arif Sarampu Polewali Mandar. The participant were the first year students which consist of 27 students and 8 of them displayed in the discussion chapter as representatives.

The method used in this research was qualitative method. This used in order to have a clear and real data from the subject of interview (Students). The purposive sampling used as sampling technique. This was the option due to the researcher consideration toward the students' various background that gave various point of view towards the reading. The instrument were question guide and audio recorder. Furthermore, the interview result decoded and analyzed.

The result of the research showed that the students have various concentration factors in learning reading. The factors were; environment, sound, lighting, temperature, learning modalities, study design and psychology factor. Most of the students had same ideas about the concentration factors that play an important role in their reading activities, however other students have the opposite idea. This could be seen from the students approach in learning and the students background itself.

Keywords: concentration, reading.

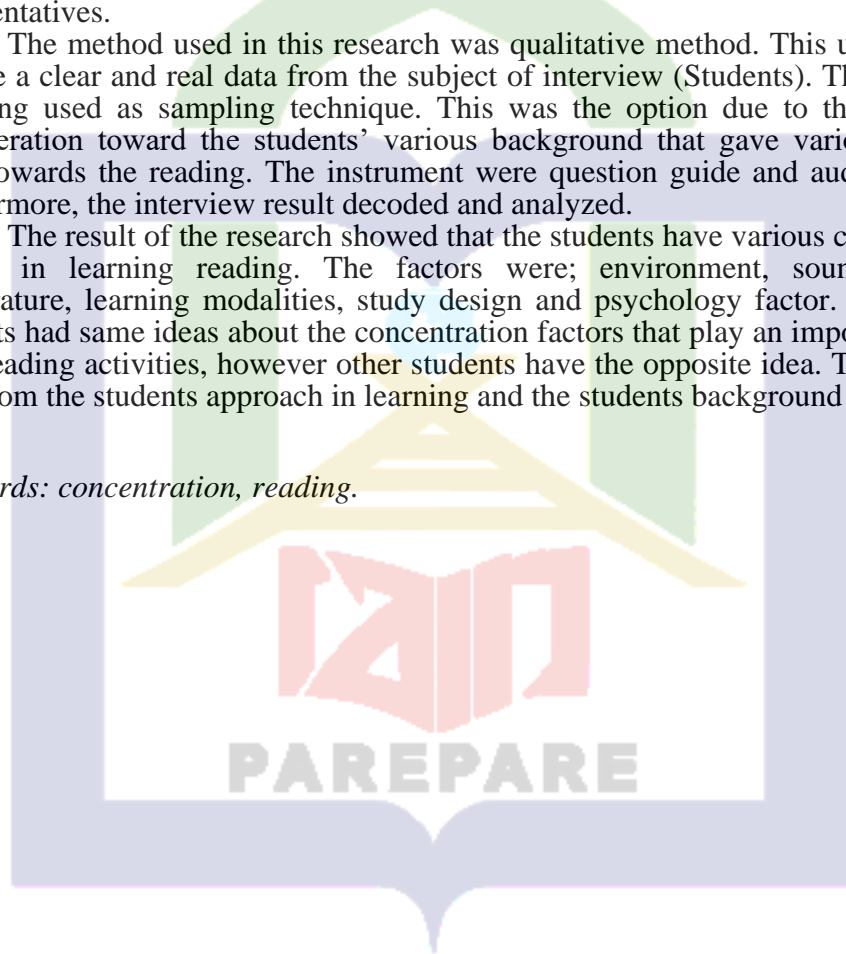


TABLE OF CONTENTS

	Page
PAGE OF TITLE.....	i
SUBMITTED PAGE.....	ii
ENDORSEMENT OF CONSULTANT COMMISSIONS.....	iii
ENDORSEMENT OF EXAMINER COMMISSIONS.....	iv
ACKNOWLEDGEMENT.....	vii
DECLARATION OF THE RESEARCH AUTHENTICITY.....	x
ABSTRACT.....	xi
TABLE OF CONTENTS.....	xii
LIST OF TABLES.....	xv
LIST OF APPENDICES.....	xvi
 CHAPTER I. INTRODUCTION	
1.1 Background.....	1
1.2 Problem Statements.....	3
1.3 Objective of The Research.....	3
1.4 Significance of The Research.....	4
 CHAPTER II. REVIEW OF THE RELATED LITERATURE	
2.1 Previous Research Findings.....	5
2.2 Some Pertinent Ideas.....	6
2.2.1 The Definition of Reading.....	6
2.2.1.2 The Element of Readin.....	8
2.2.1.3 Kind of Reading.....	11
2.2.1.4 Types of Reading.....	12
2.2.1.5 Technique in Reading.....	13
2.2.1.6 Purpose of Reading.....	14
2.2.2 Definition of Concentration.....	14
2.2.2.2 Definition Concentration of Learnin.....	15

2.2.2.3	The Factors of Concentration in Learning.....	16
2.2.2.4	The Aspect of Concentration in Learning.....	21
2.2.2.5	The Characteristic of Concentration in Learning.....	21
2.3	Conceptual Review.....	23
2.4	Conceptual Framework.....	24

CHAPTER III. METHOD OF THE RESEARCH

3.1	Design of the Research.....	26
3.2	Location and Duration of Research.....	27
3.2.1	Location.....	27
3.2.2	Duration.....	27
3.3	Population and Sample.....	28
3.3.1	Population.....	28
3.3.2	Sample.....	28
3.4	Focus of Research.....	30
3.5	Types and Data Sources.....	30
3.5.1	Primary Data.....	31
3.5.2	Secondary Data.....	31
3.6	Data Collection Techniques.....	31
3.6.1	Observation.....	32
3.6.2	Interview.....	32
3.6.3	Documentation.....	33
3.7	Data Analysis Techniques.....	33

CHAPTER IV. FINDINGS AND DISCUSSION

4.1	Finding.....	35
4.2	Discussion.....	57

CHAPTER V. CONCLUSION AND SUGGESTION

5.1	Conclusion.....	74
5.2	Suggestion.....	75

BIBLIOGRAPHY.....	7
6APPENDICES.....	80

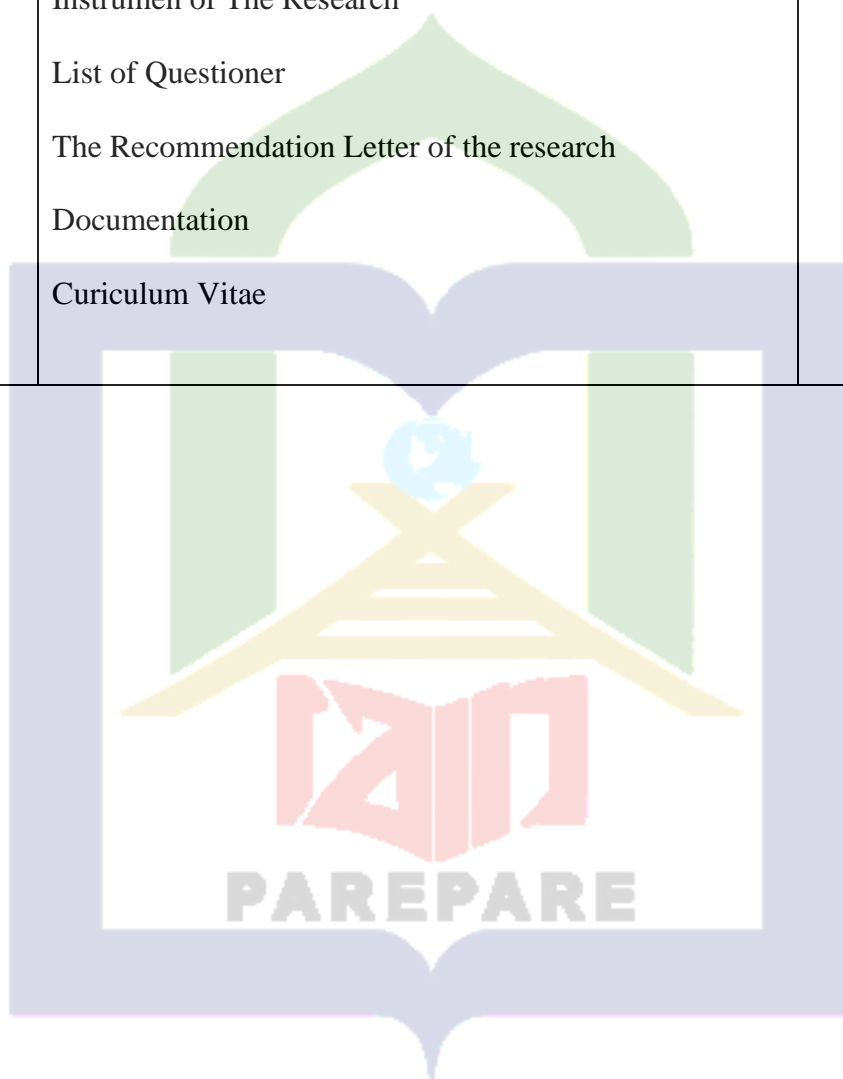


LIST OF TABLES

No	The Title of Table	Pages
Table 3.1	The Population Administration of Mts Ma' Arif Sarampu Polewali Mandar.	28
Table 3.2	The Sample Administration of Mts Ma' Arif Sarampu Polewali Mandar.	29

LIST OF APPENDIX

NO	The Title of Appendixes	Pages
1.	Instrumen of The Research	81
2.	List of Questioner	84
3.	The Recommendation Letter of the research	108
4.	Documentation	109
5.	Curriculum Vitae	112



CHAPTER I

INTRODUCTION

I.I Background

English as the international language was most important to use by people in the world to communicate with the other countries. It was as a foreign language and formally it is taught in school from junior high school until university level. It had become an obligatory subject which is examined in the national examination. So, it is the reason many people want to study it. In English learning, there are four skills that should be mastered such as listening, speaking, writing and reading, but in this research, the researcher focused her attention on reading.

It is important at school until university because it helped the students to gain information as general knowledge and reading is not only give a lot of information for students but also it made the students pleasure and enjoy. It is as a part of receptive competence is very important because it is medium of communication and tool of learning.

It can help to build vocabulary that help listening comprehension at the later stages particularly. Obviously students who want to develop their knowledge should have ability in reading. Through reading, the students can improve their knowledge in many field of science. In other word, we extend our experience of the world in which we live.

Reading in English is like reading native language, in other word, reading skill in native language and English are basically the same. This means that it is not always necessary to read and understand every word in English. In learning process of reading, the material must be interesting for students in order to encourage them to follow the learning process, but now, there are many students have difficulties in

reading text material. They cannot understand what they have read and automatically they have lack of information because their difficulties in comprehending the text material.

The students can enrich their vocabulary by reading because reading text material, provide many new words that they have not found before. The grammar also will get improve because of the grammatical sentences use in the reading text. After reading the text, the students can practice what they have got by oral, and it would be help them in speaking English. When the teacher in the classroom reads the text, the students would be try to understand the by listening, and then they can improve their writing ability. After reading the text, they can practice to write it with their own words, but the most important is they can understand the point or what the reading text talk about.

Concentration in the form of a noun word, concentration means centering. Concentration is the concentrations of the mind on a matter by way of extend other things that are not related. Students who concentrate on learning can be observed and some of their behaviors when teaching and learning.¹ In another view it is the ability to focus fully on the issues at hand. It enables the individual to avoid disturbing thoughts while trying to solve the problem at hand. In fact, many individuals are not able to concentrate when facing pressure. Their attention is even fragmented in the various currents of thought that actually make the problem becomes increasingly blurred and not directed.²

¹Slameto, *Belajar dan Faktor-Faktor Yang Mempengaruhi* (Jakarta: Rineka Cipta,2010), h.68.

²Siswanto, *Kesehatan Mental, Konsep, Cakupan dan Perkembang* Yogyakarta:PenerbitAndi, 2007), p. 65.

According to the researcher, concentration is the way to direct your attention or your efforts towards a particular activity, subject or problem then, it is a thinking concentration an object or an activity that to do with need concentration to be able to carry out an activity with faster and its good result.

Based on the background, the researcher conducted research on the title i “Analyzing students’ Concentration in Learning English Process Through Reading Skill at The First Year of MTs Ma’Arif Sarampu Polewali Mandar”.

1.1 Research Question

Based on the background above, the researcher formulated a problem statement of the researcher as follow;

1. How are the students’ concentrations in learning reading at the first year of MTs Ma’Arif Sarampu Polewali Mandar?
2. What are the factors influencing the student’s concentration in learning reading at the first year of MTs Ma’Arif Sarampu Polewali Mandar?

1.2 Objective of Research

In relation to the problem statement above, the objective of the research as follows;

1. To know the students’ concentration in learning reading at the first year of MTs Ma’Arif Sarampu Polewali Mandar.
2. To find out the factor influencing of students’ concentration in learning reading at the first of MTs Ma’Arif Sarampu Polewali Mandar.

1.3 Significant of The Research

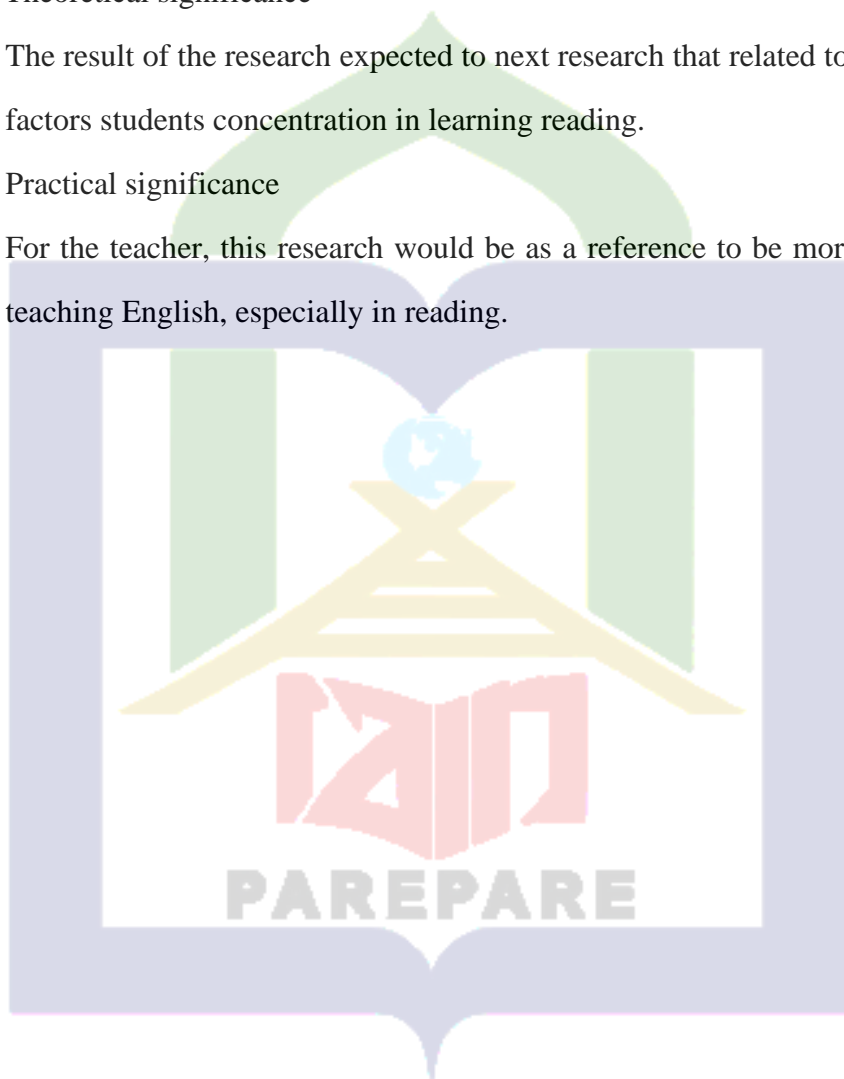
The significance of the research is divided into two benefits they were theoretically and practicaly.

1.3.1 Theoretical significance

The result of the research expected to next research that related to find out the factors students concentration in learning reading.

1.3.2 Practical significance

For the teacher, this research would be as a reference to be more creative in teaching English, especially in reading.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Previous Related Finding

Some research findings are briefly cited as follows:

Kadir, In his research the implementation of hypnoteaching method to increase the students concentration in learning English of SMP Negeri 2 Batulappa Pinrang, concluded that result of the researcher's research the mean score was 79.5 with standard deviation was 25,1. It means that the implementation of hypnoteaching method to increase the student's concentration in learning English second grade of SMP Negeri 2 Batulappa Pinrang was develop. The researcher concludes that the implemrentation hypnoteaching method is able to increase the students concentration in learning English at second grade of SMP Negeri 2 Batulappa Pinrang.³

Rifiani Nur Linasari, in her research "Effort to increase learning concentration students IV classs through the application of team quiz engineering in SD Negeri Sidomulyo Sleman 2014/2015" that state that the use of the application team quiz was effective. It was proved by the obtained score of learning concentration students is 63.03%. This percentase has reached the specified success indicator, so the researcher decides to stop the action.⁴

Ratna Dwi Ditasari, Achmad Mujaab Mansyur in their research with title relationship between mosque with learning concentration in students SMP negeri 6 Semarang by using quantitative research, showed that the hypothesis of the study is

³ Kadir, "The Implementation Of Hypnoteaching Method To Increase The Students Concentration In Learning English Of SMP Negeri 2 Batulappa Pinrang". (Unpublished; A Skripsi of Tarbiyah Faculty of STAIN Parepare), p.77.

⁴ Rifiani Nur Linasari, "Upaya Peningkatan Konsentrasi Belajar Siswa Kelas IV Melalui Penerapan Teknik Kuis Tim Di SD Negeri Sidomulyo Sleman", pdf. (A skripsi of Tarbiyah Faculty of Universitas Negeri Yogyakarta, 2015), p. 86.

there is a negative relationship between the distresses with the conversion of learning in the seventh grade students of SMP Negeri 6 Semarang.⁵

Based on the research finding above the researcher conclude that in learning and teaching process the teacher not only need the theories but also the way to teach the materials, the teacher have to be creative, productive and innovation to make the students interest and focus in learning process.

2.2 Some Pertinent Ideas

2.2.1 Definition of Reading

A simple definition of reading is the process of understanding a reading that has been written. The definition of reading does not mean that a foreign learner needs to understand everything in a text. Understanding is not an all or nothing process and from that it follows that reading is not an all or nothing process either. Reading can often be a struggle after understanding especially where language learners are concerned. Although reading has been written, the reader does not necessary need to look at everything in a given piece of writing.

Reading is one of the important skills in learning English. It is an active process of word identification involving the writer and the reader. It is interacting with language that has been coded into print. It is an activity between a reader and a writer, the writer sends his idea in written symbols and the reader catches the idea from the printed pages. He adds that there is an essential interaction between language and thought in reading.⁶

⁵ Ratna Dwi Ditasari and Achmad Mujab Mansyur, "Relationship Between Crowding With Learning Concentration in Students' SMP Negeri 6 Semarang by Using Quantitative". pdf. (A skripsi of Pyscholog Fakulty of Universitas Dipenogoro,), p. 1.

⁶ Cerrel, Th.I L. Paticia, and Dolmer, *Interaction Approach to Second Language Reading* (New York: Combridge University Press, 1988), p. 12.

It is language dependent because students use the concept they have formed and used in their oral language as they begin to react to print. Oral language is a mediator for perceiving written message in the initial stages of processing the written word. For example, when children begin to learn to read, they have difficulty reading silently because they have heard spoken language all their lives. Hence, they translate the written message to oral language so that they can comprehend.⁷

It is a result of the interaction between the perception of graphic symbols that represents language and the reader's language skill and knowledge of the word. In this process the reader tries to recreate the meaning intended the writer.⁸ It is a complex process in which the recognition and comprehensions of written symbol are influenced by reader's perceptual skills, decoding skill, experiences, language background, mind set, and reasoning abilities as they anticipate meaning on the basis of what has been read.⁹

Reading is both a process and a product of human learning's. It is more than just receiving meaning in a literal sense. It involves an individual's entire life experience and thinking power to understand what the writer has encoded. Reading covers the understanding of symbols, letters, words, sentences and meaning. According to Eddie Williams states that is a process by one looks at and understands what has been written.¹⁰

⁷ J.Estill Alexander, Leonard G. Breen. Et al., eds., *Teaching Reading*, (Canada: Brown and Company, 1979), p.16.

⁸ J. Richard Smith, *Teaching Children to Read*, (London: Addison Wesley Publishing Company, 1980), p. 5.

⁹ Albert J, Haris and Edward R, Sipay, "*How To Increase Reading Ability*", Seventh Edition (New York: Longman Group, 1981), p. 10.

¹⁰ Wiliam. Eddie. *Reading in the classroom* (London, Modern English Publication, 1984), p.2.

The reason for reading depends very much on the purpose for reading. It can have three main purposes, for survival, for learning and for pleasure. It is considered to be in response to our environment, to find out information and can include street signs, advertising, and timetables. It depends very much on the day to day needs for the reader and often involves an immediate response to a situation. In contrast reading for learning is considered to be the type of reading done in the classroom and is goal orientated. While reading for pleasure is something that does not have to be done.

The central ideas behind reading are:

1. The idea of meaning.
2. The transfer of meaning from one mind to another.
3. The transfer of a message from writer to reader.
4. How we get meaning by reading.
5. How the reader, the writer and the text all contributed to the process.¹¹

To read is to fly: it is to soar to point of vantage which gives a view over wide terrains of history, human variety, ideas, shared experience and the fruits of many inquiries. "So true! Reading is really like taking a flight to high altitudes in pursuit of information and knowledge."¹²

In principles practices of teaching reading there are some definitions of reading, namely:

1. Reading is interacting with language that has been coded into print.
2. The product of interacting with the printed language should be comprehension.

¹¹ Anderson. N. J, .*Expoloring Second Language Reading-Issues and Strategies* (Canada, Heinle & Heinle, 2000), p. 28.

¹² Grayling, A History of Reading, (online) (<http://www.buzzle.com/articles/why-is-reading-important.html>)(online). Accessd on 10October 2017).

3. Reading ability is closely related you oral language ability.
4. Reading is active and ongoing process that is affected directly by individual's interaction with his environment.¹³

Based on several definitions above, the research concluded that reading is not looking at word in the text or writing but also getting meaning from word to word or understand what we read, and then reading is a process to understand and give interpretation from text and we can catch what is the author's meaning. Therefore in the reading there is an interaction between the writers is able to send any message or information to readers through reading.

2.2.1.2 The Element of Reading

Reading instruction should focus on the most effective elements. A good research-based reading program should provide a balance between a skill-based approach and a meaning based approach to reading instruction. A balances literacy program should include the most effective elements of reading instruction for children. These essential elements must be taught during the early elementary years. Effective teachers should understand how each element works in order to help children become proficient readers. Direct and explicit instruction, taught in a systematic manner, helps the reader builds skill and knowledge a little at a time.

1. Phonemic Awareness

Phonemic awareness refers to the understanding that language is made up of small units of sound is a critical element of the process of learning to read. These units of sound are known as phonemes. The ability to hear the separate sounds in

¹³ Athur W, Heilman Timothy R, Blair Wiliam H, and Rupley, *Princxiple and Preactices OF Teaching Reading*. (Columbus: Toronto London Sydney, 1961), p. 4.

words is known as phonemic awareness. Some of the ways used to help children notice and work with sounds in spoken language are incorporating activities that focus on phoneme identify, phoneme isolation, phoneme segmentation, categorization, and blending. Acquiring these skills can help improve a child's ability to read and spell.

2. Phonics instruction

An important element used in effective reading programs is the direct teaching of phonics. Phonics illustrates the connection between spoken sounds (phonemes) and written sounds (graphemes). A good reader recognizes that phonemes are represented by graphemes and this awareness increase the ability to decode and recognize words used in isolation and in selected texts. Phonics instruction teacher the full-range of letter-sound relationships and includes consonant letters and sounds, as well as long and short vowel sounds. Practice in applying reading and written will help strengthen phonic skills.

3. Vocabulary

Vocabulary is described as a list or collection of words instruction can be either oral or reading. Oral vocabulary is used speaking and recognizing spoken words in listening. Direct instruction of vocabulary skills helps students study new words. Background origins and meanings play a big role in vocabulary recognition. New words should be connected to various experiences and known words.

4. Fluency

Fluency is the process of reading a text quickly and accurately. Fluency is the ability to speak or write a language easily, well, and quickly.¹⁴ It is dependent on

¹⁴ Meaning of "Fluency" In The English Dictionary,
<https://dictionary.cambridge.org/dictionary/english/fluency>, (online). (Accessed on 03 October 2018).

strong skills in phonemic awareness, phonic, and vocabulary. These skills help develop fluency. Fluency ties word recognition to comprehension. Fluent reading is effortless, sounds natural, and allows for expression.

5. Comprehension

The ultimate goal of reading is comprehension. It is dependent upon successful acquisition of the other elements of phonemic awareness, phonics, fluency, and vocabulary. Using these skills will contribute to understanding of what is read. Asking question such as who, what, when, and where when reading, looking for the main idea, making predictions, and making connection to previous experiences help with understanding what is read.¹⁵

According to Oxford Advance Learner's dictionary of current English states some definition of reading, they are:

1. The action of a person who reads.
2. An amount indicated or registered by a measuring instrument.
3. A way in which something is interpreted words through the eyes and mind.
4. An entertainment at which is read to an audiences.
5. Each of the stage of debate through which a bill passes before it can become law.¹⁶

Based on explanation above some definition of reading, so the researcher concludes that reading is process of obtaining from written text. Reading is a complex process, it involves much more than adding word meanings together,

¹⁵ Linda Woolhether, Elements of Reading Programs
http://www.ehow.com/list_6530850_elements-reading-programs.html#ixzz14FgLhXj. (online).
 (Accessed on 10 October 2017).

¹⁶ Hornby, *Oxford Advanced Learner's Dictionary* (London: Oxford University Press, 1986), p. 958.

reading involves not only understanding idea, but also recognizing the relationships and structures among ideas. To read efficiently you need to be able to grasp quickly each idea a writer expresses and then determine how it relates to the other ideas expressed in that piece of writing.

2.2.1.3 Kind of Reading

There are some kinds of reading, such as: reading aloud, silent reading, and speed reading:

1. Reading aloud is an important thing to do in reading where the students who are known as readers are required to read aloud to practice their tongue about how to pronounce every word found in the reading text. The main point in reading aloud is not catching their ideas every word in a sentence.
2. Silent Reading is a frequently practiced by a reader who wants to comprehend the text in the reading process. Silent Reading means reading by oneself, where no voice is expressed. This type of reading aims to find out the word and how to express the word as in reading aloud. Silent reading needs full concentration.
3. Speed Reading is a way that is required by the teacher for a reader to be able to read the text rapidly and comprehend it at once. Between reading comprehension and speed reading, they should run side by side where a reader is required not only to read faster but also how to understand the ideas that are expressed in the passage.¹⁷

Based on the explanation above, the researcher concludes that the reader can use some kinds of reading to understand what the meaning of the text. Every kind is

¹⁷ Rajib Nasir, *Teaching and Learning English Selected and Simplified Reading* (London : Longman Inc, 1984), p. 64.

important of reading and gives advantage to reader to comprehend what they have read.

2.2.1.4 Types of Reading

According to Doulags Brown there are some types of reading:

1. Perspective reading task involve attending to the component of larger stretcher of discourse: latter, words, punctuation, and other graphemic symbols.
2. Selective is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical or discourse feature of language within a very short stretch of language, certain typical tasks are used picture-cued tasks, matching, true/false, multiple choice, etc.
3. Interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text, that is reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in take is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, announcements, directions, recipes, and the like.
4. Extensive is applies to the text of more than a page, up to and including professional articles, essay, technical reports, short stories, books.¹⁸

2.2.1.5 Technique in Reading

There are some kinds of technique in reading, such as:

¹⁸ Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*. (New York: Addition Wesley Longman, Inc. 2001), p.109.

1. Survey Reading is a reader surveys some information that they want to get. Thus, before that reading process, a reader must set what kind of information the reader needs.
2. Skimming is a technique used to look for the gist of what the author is saying without a lot of details. This used if the reader only wants a preview or an overview of the material.
- 3 Scanning is a technique for finding specific information without reading the entire selection. When the reader needs to locate specific information, he might read carefully to find the information that they read.¹⁹

Based on explanation above the researcher can conclude that in reading there are three kinds of technique. The reader can get information or message easier and faster from the simple sentence, but compound and complete sentence need strategies or technique understand the author message. The use of dictionary is important to understand the meaning of difficult words a very long sentence.

2.2.1.6 Purpose of Reading

According to Aeberson, people read because they have a purpose. Some people read the text because their purposes want to find the information of the text. Some linguists have explanation about the purpose of reading²⁰. According to Nuttal, the main purpose of reading is to get the meaning or the message from a text.²¹

¹⁹ Douglas Brown, *Teaching by Principle and Interactive Approach to Language Pedagogy* (New York : Longman Inc,1989). p. 82.

²⁰ Jo Ann, Aeberson and Mary, Lee Field, *From Reader Teacher: Issues and Strategies for Second Language Classroom*, (New York: Cambridge University Press, 1997), p. 15.

²¹ Christine Nuttal, *Teaching Reading Skills in a Foreign Language*, (London: Macmillan,2005), p. 4.

In reading activity the readers have a major purpose to get the information of the text. McDonough and Shaw Christopher stated that, generally the mainly purpose of reading is to get new information and pleasure. Reading activities is not merely get the point of the text but also provide fun. The readers' purpose may want to gain meaning and pleasure²².

Based on explanation above the researcher can conclude that reading has two main purpose, those are reading for getting general information and for pleasure in the text.

2.2.2 Definition of Concentration

Concentration is to direct your attention or the effort towards a particular activity, subject or problem. According Wilson, Concentration is the ability to focus on tasks with no disturbed and affected by stimuli that are internal and external.²³ From the Wilson definition of concentration, the researcher understand the meaning is an ability focus on one subject without thought the other things or else. According KBBI (Great Dictionary of Indonesian) is ca concentration of attention or thought on a thing.

The concentration as constant changes related to two dimensions of wide (width) and dimension of centralizing (focus).²⁴ Concentration is the source of strength of mind and work on memory and forgetting where the mind cannot work to forget and remember at the same time. When someone starts a weak concentration it

²² Jo, Mc Donough and Christopher Shaw, *Materials and Methods in ELT: Second Edition A Teacher's Guide*, (Malden: Blackwell Publishing, 2003), p. 91-92.

²³ Wilson, Schimed.com.paper.2001 (Accessed on 2 March 2018).

²⁴ Marjukifarm, "Makalah Psikologi Tentang Konsentrasi," *Blog Marjukifar*. <http://marjukifarms.blogs.co.id/2014/01/makalah-psikologi-tentang-konsentrasi.html>, (online). (Accessed on 02 March 2018).

will tend to be easy to forget something and vice versa if the concentration is still strong enough then it will be able to remember for a long time.²⁵

Based on some opinions the authors can conclude that in general the concentration is a process of concentration of the mind towards a particular object with a serious and focused do by focusing the five senses that we have in order to work on the process faster and get better results. Due to lack of concentration then the result of the process is not maximal. Therefore, concentration is very important and should be trained. Our mind should not hover because it can cause less focus in doing something.

2.2.2.2 Concentration of Learning

The concentration of learning is the focus of student attention on the learning process that takes place without doing other things. According to Dimiyati and Mudjono, "The concentration of learning is the ability to focus on the lesson. The focus is on the content of the study material and obtains it."²⁶

According Surya interpret the concentration of learning as the concentration of mind power and action on an object that is learned by dispels or put aside everything that has nothing to do with the object being studied. Accordingly, according to Judge states that the concentration of learning is said to be effective when there is a process of focusing the maximum attention of the individual to the object of the activity he is doing and the process occurs automatically and easily because the individual is able to enjoy the activities he is doing it.

²⁵ Hendrata, "Konsentrasi Belajar," Blog Hendraata. <http://Hendrata.blogspot.com/2009/2010/konsentrasi-belajar.html>, (online). (Accessed on 03 March 2018).

²⁶ Dimiyati and Mudjono, *Belajar dan Pembelajaran*, (Jakarta : Rineka Cipta, 2009), p.5.

According to the research, the concentration of learning is the ability of a person who can focus on the lessons that greatly affect the quality and achievement of student learning. High student learning concentration will improve student's learning achievement in school and if the low concentration of student learning will cause student achievement in school decrease.

2.2.2.3. The Factor of Concentration in Learning

Success in concentration of mind depends largely on the individual himself. In the most appropriate place to study, people may still have difficulty concentrating because of their thoughts hovering into other things. As for some disturbances that can cause students to lose learning concentration, among others:

1. Environment

Environment can affect the ability to concentrate and able to maximize the ability to concentrate. If students know the factors that affect the concentration, they will be able to use their capabilities at the right time and right atmosphere. Environmental factors that affect the concentration learning are sound, lighting, temperature, and study design.

2. Sound

Everyone has a different reaction to sounds, some prefer to learn while listening to music and some don't like to learn while listening to music, learn crowded place, and with friends. But there can only learn a quiet place without sound, or some are able to learn to place under any circumstances. Usually sound has an enormous effect on the concentration of one's learning. Even in several studies conducted by famous researcher, they found there was some kind of sound very make someone can achieve the level of concentration such as the sounds of nature,

rain drops, water flow and more voices or sound are making someone sticking a high level of concentration.

3. Lighting

Lighting is one of the factors that influence less felt than the influence of noise, but there is also someone who likes to learn place of light, or enjoy learning a dark place, but the visual comfort can also be classified as one of the factors affecting the level of comfort in the room or building. Good lighting can make a person learn the power of concentration has increased dramatically and eliminating someone from feeling lazy and sleepy in the learning process, especially in the learning process in schools.

4. Temperature

Temperature is a measurement that indicates how hot or cold something of an object or substance with reference to some standard value. Temperature is a measurement of the heat in person's body. Temperature are factors that influence less felt than the influence of noise, but there is also someone who likes learn in cold or warm happy place to learn, and also love to learn in cold or warm.

5. Design Study

Design study is an academic discipline that purses a critical understanding of design and its effects through analytical modes of inquiry or design study as a term that comprises various design researches and relate them to one another. Design study is one of the factors that have an impact as well, namely as a media or tool in learning, for example; there is someone who likes to learn relaxed place while sitting in a chair, sofa, bed, or on the carpet.

6. Learning Modalities

Learning modality which determines the students can process any information received. Learning modalities are the sensory channels or pathways through which individuals give, receive, and store information.²⁷ Concentration in learning and creativity of teachers in developing strategies and teaching methods in classroom will improve students' learning concentration so that the results of learning will increase as well.

7. Intercommunication

Intercommunication is to exchange communication with one another or to afford passage from one to another.²⁸ Intercourse can also affect students in a lesson, behaviors and their association can affect the concentration learning is also influence by several factors, such as technology developed at this time for example television, internet, etc. It is very influential on students' attitudes and behavior.

8. Psychology

Psychology is the study of the mind and behavior, and according to the American Psychological Association is the study of the mind, how it works, and how it affects behavior.²⁹ Psychological factors can also affect how the attitude and behavior of students in concentrate, for example, due to problems in the neighborhood and the family, because students will lose their enthusiasm and motivation to learn and will also affect the level of concentration of students will decrease.

²⁷ Theory Behind The Model, <http://facultyweb.Cortland.edu/andersmd/learning/Modalities.htm>, (online). Accessed on 07 October 2018.

²⁸ Definition of Intercommunication, <https://www.meriam-webster.com/dictionary/intercommunicate..>(online).

²⁹ Chirtian Nordavist, Whatis Psychology and What Does It Involve, <https://www.medicalnewstoday.com/articles/154874.php>, (online). Accessed on Thus 01 February 2018.

According to Slameto, a person often has difficulty concentration, which is due to: lack of interest in the subjects studied, disturbed by the environmental conditions (noise, the situation is chaotic and other), distractedly / health problems that disrupted (the agency weak, bored with the lesson / school and others).³⁰

According Judge Hakim, the concentration of one's learning is influenced by two factors are internal factors and external factors.

1. Internal Factors

Internal factors are factors that come from within a person. Internal factors are factors that determine whether a person can concentrate on learning effectively or not. As for some that include internal factors, namely:

1.1 Physical Examiner

Physical factor is a person's physical / physical health as a whole. Physical factors consist of:

1. Excellent physical condition and avoid germs and diseases.
2. Enough rest and sleep.
3. Eat foods that contain balanced nutrition.
4. The five senses can function properly, as well as
5. Not suffering from brain and nerve function.

1.2 Spiritual Factors

Spiritual is a relating to or affecting the human spirit or soul as opposed to material or physical things. Spiritual factors consist of:

1. Living conditions are quite calm.
2. Have patience and consistency.
3. Obedient worship as an element of support for tranquility
4. Has no serious problems, and

³⁰Slameto, *Belajar dan Faktor-Faktor Yang Mempengaruhi* (Jakarta: PT.Rineka Cipta 2010), p. 35.

5. Having a high will and not easily discouraged.

2. External Factors

External Factors are factors that come from outside a person. As for some that include external factors are:

1. The surroundings are quiet and safe.
2. Comfortable and pollution-free air
3. Enlightenment enough.
4. The temperature around the environment is comfortable in performing activities that require concentration.
5. Support from the people around is very important.

2.2.2.4 The Aspect of Concentration in Learning

There are some kinds of the aspect of concentration in learning, such as:

1. Concentration of the mind: A learning situation that requires quiet, comfortable, a person's in understanding the content of the lesson at hand.
2. Motivation: The desire or impulse contained within the individual to try to establish behavioral changes that better meet their needs.
3. Worries: Feeling uneasy because someone was not optimal in doing his job.
4. Depressed feelings: feelings of someone who is not of an individual but rather encouragement / demands from other people and the environment.
5. Disorders of thought: Barriers to someone who comes from within the individual and those around. For example: economic, family, personal problems of individuals.
6. Panic Disorders: Barriers to concentrate in the form of anxiety waiting for the results to be performed or already performed by the person.

7. Readiness to learn: The state of someone who is ready will receive a lesson, so that individuals can develop their potential.³¹

2.2.2.5. The Characteristic of Concentration in Learning

Engkoswara explain the classification of learned behavior that can be used to determine the characteristics of students who can concentrate are as follows:

1. Cognitive behavior

That classification comes to knowledge, information, and issues of intellectual prowess. On cognitive behavior, students who have of learning concentration can be seen through: (1) Readiness of knowledge that can be immediately appear when needed, (2) Comprehensive in the interpretation of the information, (3) Applying knowledge acquired and (4) able to make the analysis and synthesis of knowledge acquired.

1. Affective behavior

The attitude and behaviors. At this behavior, students who have of learning concentration can be seen from: (1) Acceptance is a certain level of attention, (2) Response, namely the desire to read to the material taught and (3) Suggests a view or a decision as integration of beliefs, ideas and attitudes.

2. Psychomotor behavior

At this behavior, students who have of learning concentration can be seen from: (1) they are correct body language from the teacher instructing and the students response (2) Non-verbal communication such as facial expressions and movements full of meaning and (3) Language behavior, At this behavior, students who have of

³¹ Perpustakaan Pendidikan Indonesia, “Konsentrasi Belajar Siswa Yang Signifikan Berdasarkan Kondisi Temperature Dan Pencahayaan Ruang Kelas Di Sekolah Menengah Kejurusan Negeri 5 Bandung” http://a-research.upi.edu/operator/upload/s_tb_055186_bab_ii.pdf, (online). Accessed on 03 March 2018.

concentration in learning can be considered the language activities coordinated properly.³²

From the above description, the indicator of student learning concentration that can be observed from some of his behavior during the learning process took place, among others:

1. Actively pay attention to each material presented by the teacher by noting the things that are necessary, listening carefully, asking when there are not understood etc.
2. Can respond and understand any given subject matter such as applying the delivered lesson.
3. Always be active by asking question and giving arguments about the subject matter presented by the teacher.
4. Answer well and correctly every question the teacher gives.

2.3 Conceptual Review

This conceptual review aims as a systematic basis in thinking and describes the problems discussed in this research, so there is no mistake in interpreting the research title. Then the researcher will explain the definition of conceptual review contained in the title of this research.

1. Analysis is the investigation of an event such as essay and deeds for what the reason and how the case is and so on. The analysis in this research is to analyze the concentration of students learning reading in the first year of MTs Ma'Arif Sarampu Polewali Mandar.

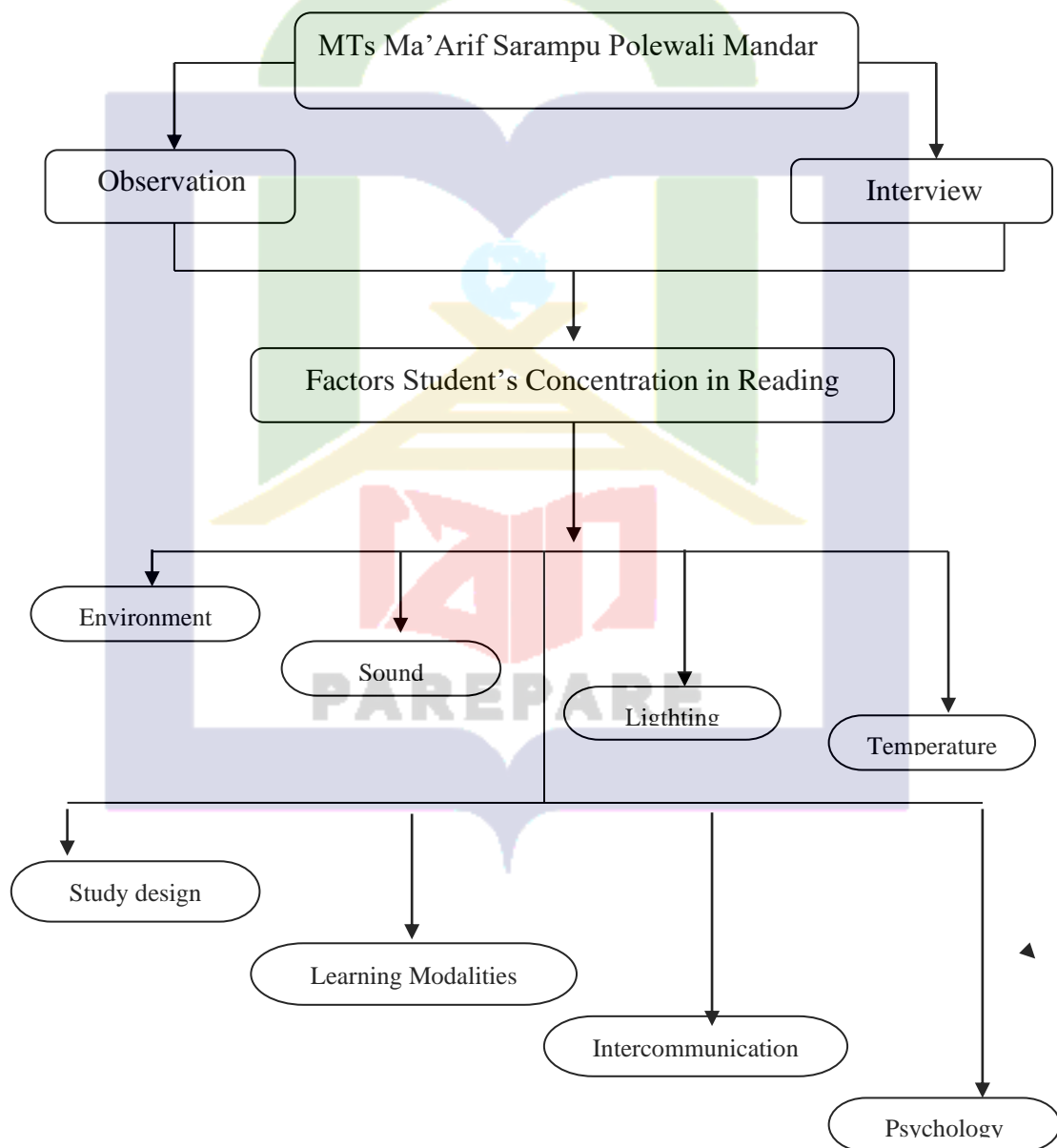
2. Concentration is a process of thinking or gives attention that focuses on one thing or on learning that is being done. The concentration in this research is a

³² Engkoswara, Ciri- Ciri Siswa yang Dapat Berkonsentrasi Belajar. <http://id.shvoong.com>, (online). Accessed on 03 March 2018.

problem of students faced by students during the learning process, so that, the students able to concentrate in learning reading at the first year of MTs Ma'Arif Sarampu Polewali Mandar.

2.4 Conceptual Framework

The conceptual framework of this research the following diagram.



In this case the conceptual framework that is showed the way how to collecting data according fourth parts above. The researcher need to know is the analyzing student's concentration in learning English process through reading skill at the first year of Mts Ma'Arif Sarampu Polewali Mandar according to the conceptual framework.

This researcher analyzes the students' concentration in learning reading. it had related to several aspects that mention in chapter II, those aspects have a strong relation to the design of research, the concentration factors are referred to environments, sound, lighting, temperature, study design, learning modalities, intercommunication, and psychology

The definition operational is set to define variables operationally based on the characteristics of research variables that allow researchers to carefully observe an object, as well as a limitation of the research³³.

This research has 1 definition operational namely:

1. This research limited the study about the students' students' concentration in learning reading. The researcher only focuses on students' concentration factors in learning which still refers to the theory of concentration and integrates from the aspect of Reading Comprehension at Mts Ma'Arif Sarampu Polewali Mandar.

³³Marzuki, *MetodologiRiset*, (Yogyakarta: Hanindita Offset, 1983). P. 55

CHAPTER III

METHOD OF THE RESEARCH

The research method used in this thesis refers to the Guidelines for Thesis Scientific Writing that was published by IAIN Parepare, without neglecting other methodological books. The research method in the book includes several sections, namely the type of research, location and time of research, the focus of research, types, and data used, data collection techniques, and data analysis techniques.³⁴

3.1. Design of the Research

Refer to the problem being studied, this research is included in the field research field, namely, the researcher departed to the field to make observations about a phenomenon in a complete scientific situation as it is, without any changes and intervention from the researcher. Based on the problem, this study was classified as qualitative research. The qualitative research method seeks to describe record, analyze and interpret that examined through observation, interviews, and studying documentation.³⁵

Sukmadinata stated that qualitative descriptive is more concerned with the characteristics, quality, and interrelationships between activities.³⁶ This qualitative descriptive study is used to get an in-depth, systematic, accurate and accurate picture of analyzing students' concentration in learning reading comprehension in the first year of MTs Ma' Arif Sarampu Polewali Mandar. Descriptive research is not intended to test a particular hypothesis, but only to describe what it is about a variable, symptom or condition.³⁷

Based on this view of the above, the researcher determined that this type of research used in order to get a picture of what their research sites to describe the circumstances of the actual quality relevant links and also can describe the results of research in the form of storyline or narrative text making it easier to be understood.

³⁴Tim Penyusun, *Pedoman Penulisan Karya Ilmiah (Makalah dan Skripsi)*, Edisi Revisi, (Parepare: STAIN Parepare, 2013), p. 30.

³⁵Mardalis, *Metode Penelitian; Suatu Pendekatan Proposal* (Cet. 7; Jakarta: Bumi Aksara, 2004), p. 26

³⁶Suharsimi Arikunto, *Manajemen Penelitian*, (Cet. 4; Jakarta: PT. Rineka Cipta, 2000). p. 310.

³⁷Suharsimi Arikunto, *Manajemen Penelitian*, (Cet. 4; Jakarta: PT. Rineka Cipta, 2000), p. 310.

Researchers are also expected to build familiarity with the subject or informant when they are participating in the activity so that they can present data on facts that occur in the field.

Thus, the results of the research are the descriptive description of an object in the context of a particular time and situation, namely how to analyzing students' concentration in learning reading comprehension at the first year of MTs Ma'Arif Polewali Mandar based on the facts.

3.2 Location and Duration of Research

3.2.1 Location

This research took a place in MTs Ma'Arif Polewali Mandar. The researcher chose that school because that school one of the famous schools in Polewali.

3.2.2 Duration

This research was be concluded for one month. This research was handled in two meetings. The first meeting, the researcher did observation to the location and the second meeting, the researcher interviewed the samples, so this research had done in one month.

1.3 Population and Sample

3.3.1 Population

Population is generalization area consisting of objects/subjects that have a certain quantity and characteristics specified by the researcher to be studied and then concluded.³⁸ The population of this research is the ten grade academic year 2017-2018 of MTs Ma'Arif Sarampu Polewali Mandar. The total number of the students in the ten grades are 81 students which consist of three class.

Table 3.1

No	Class	Sex		Total
		Male	Female	
1	VII.1	10	19	29 Students
2	VII.2	12	15	27 Students

³⁸ Sugiyono, *Statistika Untuk Penelitian* (cet. 4; Bandung: Alfabeta, 2002), p. 55

3	VIII.3	13	12	26 Students
TOTAL				81 Students

3.3.2 Sample

A sample is a data retrieval procedure, in which only a portion of the population was taken and used to determine the desired traits or characteristics of a population.³⁹ The researchers used purposive sampling the classes VII.2 are 27 students as the sample of the research. This sampling was the researcher option due to the researcher consideration towards the students various background. This variation helped the researcher to gain various information from differ students. Furthermore, the researcher then compares to have a general understanding towards the factor that influences the students reading concentration.

Table 3.2

No	Class	Sex		Total
		Male	Female	
2	VII.2	12	15	27 Students

3.4 Focus of the Research

It is focus of the research is to find out the answer of research question.⁴⁰ The focus of this research would be useful in providing direction to researchers during the research process, especially at the time of data collection, namely to distinguish between which data are relevant to the purpose of this study. Based on the researcher title, it will be focused on conducting research on analyzing the concentration of students' in learning reading in the first year of MTs Ma'Arif Sarampu Polewali Mandar.

3.5 Types and Data Sources

Data sources are all information obtained from the respondent as well as those from documents either in the form of statistics or in other forms for the

³⁹Syofian Siregar, *Statistik Parametrik Untuk Penelitian Kuantitatif Dilengkapi Dengan Perhitungan Manual dan Aplikasi SPSS Versi 17* (cet. 3; Jakarta: PT Bumi Aksara, 2015), p. 56.

⁴⁰Bagong Suyanto and Sutinag, *Metode Penelitian Sosial*, (Jakarta: Kencana, 2005). P. 170

purposes of the study.⁴¹ Harun Rasyid state that the data was interpreted as facts or information obtained from what was heard, observed, felt and thought by the researcher of the activity and place that was examined.⁴² So, the data source is all data obtained directly from everything related to research. In the study, there are usually two types of data analyzed, namely primary data and secondary data. Data sources that will be used in this study are:

3.5.1 Primary Data

Primary data is data obtained directly from the source, observed and recorded for the first time.⁴³ It is data obtained directly from the object of the research, without being mediated by other parties. In this research, the primary data was obtained directly from the field either in the form of observations or from the results of interviews about analyzing concentration students' in learning reading at the first years of MTs Ma'Arif Sarampu Polewali Mandar.

3.5.2 Secondary Data

It is data that includes official documents for relevant agencies, books, research results that are in the form of reports, diaries and their rivals.⁴⁴ It is obtained by researchers indirectly or from the other sources in the form of scientific books, journals, newspapers, magazines, and others that can support researcher to analyze concentration students in learning reading MTs Ma'Arif Sarampu Polewali Mandar.

3.6 Data Collection Techniques

Sugiyono stated that data collection techniques are the most strategic step in research because the main purpose of research is to get data.⁴⁵ So, data collection is where researchers have to go through the process of collecting data that is needed to solve a problem in the analyzing concentration students in learning reading at the first years of MTs Ma'Arif Sarampu Polewali Mandar.

3.6.1 Observation

⁴¹Joko Subagyo, *Metode Penelitian (Dalam teori praktek)*, (Jakarta, Rineka Cipta: 2006). p. 87.

⁴²Harun Rasyid, *Metode Penelitian Kualitatif Bidang Ilmu Sosial Agama* (Pontianak: STAIN Pontianak, 200), p. 36

⁴³Marzuki, *Metodologi Riset*, (Yogyakarta: Hanindita Offset, 1983). P. 55

⁴⁴Sujono Soekanto, *Pengantar Penelitian Hukum*, (Jakarta: UI Press, 1986). P. 12

⁴⁵Sugiyono, *Metode Penelitian Kuantitatif, dan Kualitatif, R&D*, Cet. 19 (Bandung: CV Alfabeta, 2013), p. 224.

According to Sutrisno Hadi in Sugiyono states that observation is a complex process or a process composed of various biological and psychological processes. Two of the most important are the processes of observation and memory.⁴⁶ So, observation is a technique or method of collecting data by seeing or observing the situation directly so that the researcher obtains a broad picture of the problem under study. Based on the statement above that the researcher went to the field to observe the process of learning English and to find out the analyzing concentration of students in learning reading at the first year of MTs Ma'Arif Sarampu Polewali Mnadar.

3.6.2 Interview

An interview is a form of verbal communication or a kind of conversation that aims to obtain information.⁴⁷ An interview is a form of verbal communication that aims to obtain information. So, the interview is a conversation that is directed to a particular problem with the question and answer process between the researcher and the respondent who exchange information facing each other. Based on the statement above, the researcher will interview the students at MTs Ma'Arif Sarampu Polewali Mandar.

3.6.3 Documentation

Documentation is a data collection technique by obtaining information from various written sources or documents that exist in the respondent.⁴⁸ So, this documentation is a way of collecting data through a complete description of the condition of the documents related to the discussion of this proposal. Based on the statement above that the researcher will collect about the state of schools, educators and students at MTs Ma'Arif Sarampu Polewali Mandar.

3.7 Data Analysis Techniques

The results of the research data that have been collected are fully analyzed qualitatively. Data analysis is carried out every time in the field collection in a balanced manner. Beginning with the data clarification process in order to achieve consistency, followed by the steps of theoretical abstractions of field information by

⁴⁶Sugiyono, *Metode Penelitian Kuantitatif, dan Kualitatif, R&D*, Cet. 19 (Bandung: CV. Alfabeta, 2013), p. 145.

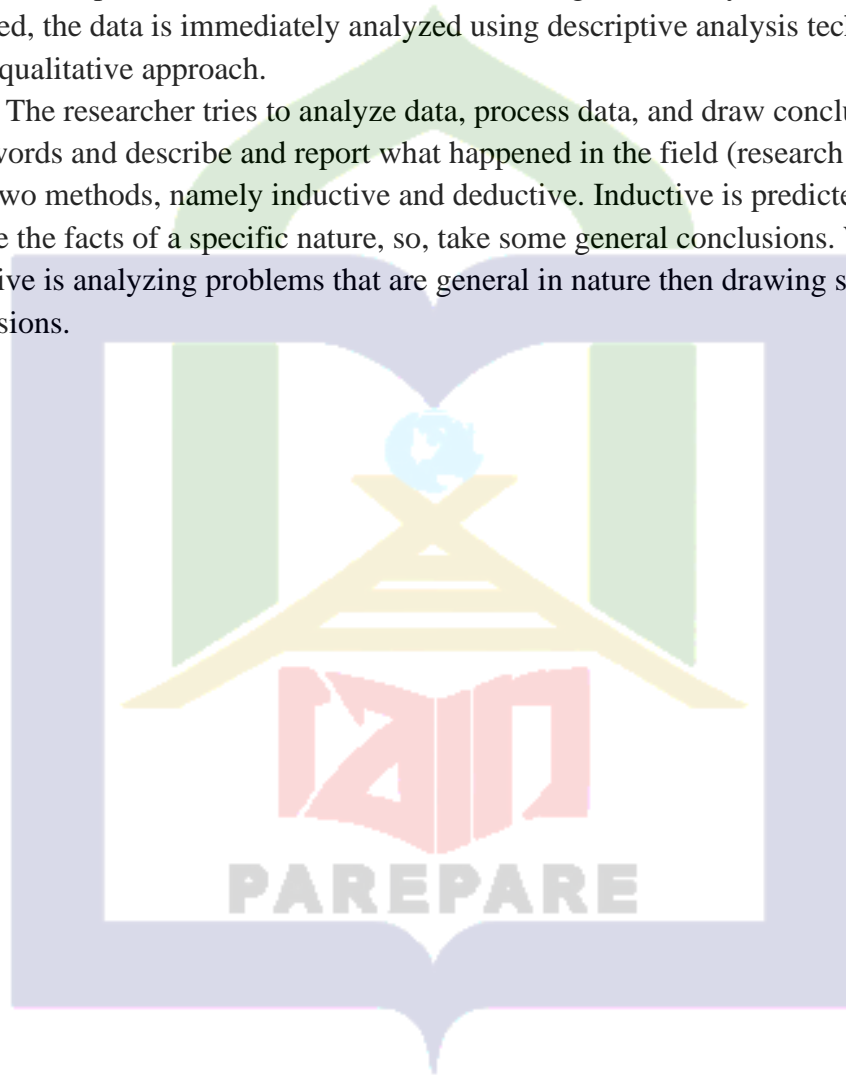
⁴⁷Nasution, *Metode Research (Penelitian Ilmiah)*, (Jakarta: PT Bumi Aksara 2016), p. 11

⁴⁸Sukardi, *Metode Penelitian Pendidikan*, (Cet XI; Jakarta: PT Bumi Aksara, 2004), p. 18

considering the questions that are very possible to be considered fundamental and universal.⁴⁹

In this study, data analysis techniques that can be used by researchers are descriptive analysis techniques with qualitative research approaches. This data analysis technique will be used to analyze data that is difficult to quantify such as an analysis of respondents' answers in the form of categories. Every time the data is collected, the data is immediately analyzed using descriptive analysis techniques with a qualitative approach.

The researcher tries to analyze data, process data, and draw conclusions from these words and describe and report what happened in the field (research location) using two methods, namely inductive and deductive. Inductive is predicted and analyze the facts of a specific nature, so, take some general conclusions. While deductive is analyzing problems that are general in nature then drawing specific conclusions.



⁴⁹Burban Bungin, *Metode Penelitian Kuantitatif*. (Cet. III; Jakarta: PT Raja Grafindo Persada, 2004), p. 106-107.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and the discussions of the research. The findings present the result of the research and the discussion presents the interpretation of the findings

A. Findings

This part discusses the result of the research based on the problem statements. The problem statement was the students' concentration factor in reading. In order to give the clear explanation, this part show the result of the students interview which aimed to identify the students' concentration factor in reading at first year of MTs Ma'arif Sarampu polewali mandar. The interview involved 27 students and 8 students' interview test showed as representative. The result of the students' interview presented as follows:

1. The students' concentration in reading

From the data transcription, it was found that the students had few factors which took in part of their reading. Based on the research question, this research aimed to find out the students' concentrations factor in reading. There were few factors of concentration in learning, such as; Environment, Sound, Lightning, Temperature, Study Design, Learning Modalities, intercommunication and Psychology.

a. Environment Factor

Environment can affect the ability to concentrate and able to maximize the ability to concentrate. If students know the factors that affect the concentration, they will be able to use their capabilities at the right time and right atmosphere.

Environmental factors that affect the concentration learning are sound, lighting, temperature, and study design.

Question : Every students have their own way to concentrate toward the lessons, can you mention the proper environment to sustain your concentration?

Student A : ya, saya menyukai semua situasi, konsentrasi saya berdasar kepada lingkungan tetapi berdasar kepada mood saya.⁵⁰

“Yes, I like all of the situation, my concentration is not based on the environment but my mood”

Student B: Mungkin lingkungan seperti ini tidak terlalu banyak orang dan tidak terlalu berisik kerna saya susah berkonsentrasi kalau terlalu berisik.⁵¹

“I prefer the quiet environment which away from the crowd, it causes less of concentration due to the heavy noise”

Student D: Jika saya belajar saya hanya butuh tempat yang tenang, misalnya saja di dalam kamar. Jika saya belajar sendiri lebih memilih belajar didalam kamar kerna saya merasa lebih tenang dan bisa berkonsentrasi, seperti itu.⁵²

“I need a peaceful place to study such as my own room. I feel quiet and able to focus”

Student E :Eee, kalau menurut saya sendiri lingkungan yang dapat

⁵⁰ Andi Fadil Parengrengi, First Grade Student of MTs Ma'Arif Sarampu Polewali Mandar, Sulawesi barat, *interviewed* by researcher in Polewali Mandar on 10 January 2019.

⁵¹ Arman, First Grade Student of MTs Ma'Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

⁵² Zulkifli, First Grade Student of MTs Ma'Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

membantu saya berkonsentrasi dalam belajar itu, tergantung pertama itu saya suka lingkungan yang santai, yang jauh dari khalayak ramai. Tapi terkadang juga lingkungan yang bertekanan itu membantu dalam berkonsentrasi.⁵³

“I think, the environment which help me to concentrate is a quiet place and away from the crowd. However, a pressure environment may help me to concentrate either”

Student F: Okey baik, untuk saya sendiri lebih suka lingkungan yang bersih kerna setiap orang lebih suka lingkungan yang bersih.⁵⁴

“ I prefer a clean environment as well as others ”

Student H: Lingkungan yang jauh dari khalayak ramai.⁵⁵

“an environment which away from the crowd”

Environment simply means the surrounding things that took part in the students learning process. It is very important to be concern by the students and the teacher. The students may have various learning environment to get their goal easily in learning. As well as the teacher, they must have a proper way to teach with the proper environment in order to deliver the material well and comprehensible. Based on the interview above, few of the students have an environmental factor that involved in their reading activities.

b. Sound Factor

⁵³ Ardilla, First Grade Student of MTs Ma'Arif Sarampu Polewali Mandar, *interview by researcher in Polewali Mandar on 10 January 2019.*

⁵⁴ Asriani, First Grade Student of MTs Ma'Arif Sarampu Polewali Mandar, *interview by researcher in Polewali Mandar on 10 January 2019.*

⁵⁵ Marina, First Grade Student of MTs Ma'Arif Sarampu Polewali Mandar, *interview by researcher in Polewali Mandar on 10 January 2019.*

Everyone has a different reaction to sounds, some prefer to learn while listening to music and some don't like to learn while listening to music, learn crowded place, and with friends. But there can only learn a quiet place without sound, or some are able to learn to place under any circumstances. Usually sound has an enormous effect on the concentration of one's learning. Even in several studies conducted by famous researcher, they found there was some kind of sound very make someone can achieve the level of concentration such as the sounds of nature, rain drops, water flow and more voices or sound are making someone sticking a high level of concentration.

Question: One of the learning methods is listening to music, do you have a special reaction to sound? Can you concentrate in these conditions or otherwise?

Student A : Ya, saya sangat antusias dalam belajar dengan musik, karena itu mengimbangi rasa pusing saya dalam belajar.

..... Ada apa dengan diskusi?

.....what was there with discussion?

.....susah kak, karena terlalu ribut jadi saya susah berkonsentrasi.⁵⁶

“ I feel so enthusiastic in learning while listening to the music, it helps me to balance my dizziness”

Student B :

.... Terkadang dalam keadaan ribut saya bisa berkonsentrasi kerna saya

⁵⁶ Andi Fadil Parengrengi, First Grade Student of MTs Ma'Arif Sarampu Polewali Mandar, Sulawesi barat, interviewed by researcher in Polewali Mandar on 10 January 2019.

sering melatih diri saya untuk menghafal dalam suasana yang ribut.⁵⁷

.....”*sometimes, in crowd situation I am able to concentrate due to my training in such situation*”

Student C: Aaa baik, saya sangat suka apabila belajar terus ada music, kerna itu bisa membantu saya untuk berkonsentrasi, tenang untuk belajar.⁵⁸

“ I like to learn and surrounded by music because it helps me to concentrate in learning”

Student D: Saya suka music, terkadang saya mendengar music ketika saya belajar. Tapi ketika saya belajar tentang matematika atau perhitungan saya tidak mendengarkan music. Tapi jika saya belajar tentang sains, saya butuh reflesing, misalnya saja saya mendengarkan music.⁵⁹

“I like music, sometimes I learn certain subject with music which helps me to relax, such as science. Otherwise, in learning math or calculation, I prefer not to play any music”

Student E: Eee jawabannya iya, kalau ada suara yang mengganggu tergantung suaranya rilexing membuat santai itu membantu dalam berkonsentrasi.⁶⁰

“yes, the relaxing sound helps me to focus rather than the noise”

⁵⁷ Arman, First Grade Student of MTs Ma’Arif Sarampu P[olewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

⁵⁸ Mahmudin, First Grade Student of MTs Ma’Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

⁵⁹ Zulkifli, First Grade Student of MTs Ma’Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

⁶⁰ Ardila, First Grade Student of MTs Ma’Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

Student F: Eee, kalau saya tergantung situasi, kalau terkadang ribut tidak bisa focus belajar.⁶¹

“it depends on the situation, the noise may disturb my concentration”

Student G: Menurut saya, lingkungan yang pas untuk saya berkonsentrasi itu lingkungan yang tenang.⁶²

“according to me, the proper environment to have the best concentration is the quiet place”

.... Kadang bisa dan kadang tidak, tergantung suaranya kalau suaranya kayak bising begitu terkadang mengganggu.

“sometimes, it works and it doesn’t work at all, it depends on the sound itself, the loud sound sometimes disturbing”

Student H: yaa tergantung dari suara yang di putar atau rebut.⁶³

“yes, it depends on the music or the noise”

Based on the extraction above, it can be seen the students have a sound factor which affect their concentration in learning. It takes part in the students’ concentration. The students’ have various interpretation about the best sound for them to gain their concentration.

c. Lighting factor

⁶¹ Asriani, First Grade Student of MTs Ma’ Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

⁶² Nabila, First Grade Student of MTs Ma’ Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

⁶³ Marina, First Grade Student of MTs Ma’ Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

Lighting is one of the factors that influence less felt than the influence of noise, but there is also someone who likes to learn place of light, or enjoy learning a dark place, but the visual comfort can also be classified as one of the factors affecting the level of comfort in the room or building. Good lighting can make a person learn the power of concentration has increased dramatically and eliminating someone from feeling lazy and sleepy in the learning process, especially in the learning process in schools.

Question: Can you explain about the influence of light on your concentration in learning? Explain the types of lighting that are able to make you have a good focus in learning.

Student A: emm, saya suka suka pencahayaan yang terang, apapun pelajarannya.⁶⁴

“I like the bright light in every lesson”

Student B: saya lebih suka belajar dengan cara yang remang-remang kerna kalau terlalu terang kadang saya kurang focus terhadap sesuatu.⁶⁵

“I prefer the dim or low light condition, too bright might ruin my concentration”

Student C: Baik..kalau saya belajar, saya lebih suka apabila lampu terang kerna saya tidak suka kalau gelap seperti itu.⁶⁶

⁶⁴Andi Fadil Parengrengi, First Grade Student of MTs Ma'Arif Sarampu Polewali Mandar, Sulawesi barat, *interviewed* by researcher in Polewali Mandar on 10 January 2019.

⁶⁵Arman, First Grade Student of MTs Ma'Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

⁶⁶Mahmudin, First Grade Student of MTs Ma'Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

“When im learning, I prefer the light to dark”

Student D: Jika saya belajar saya butuh tempat yang terang, pencahayaan yang terang. Setiap saya belajar butuh pencahayaan yang terang kerna berpengaruh pada penglihatan saya.⁶⁷

“I need a light place to learn, it takes part in my vision”

Student E: Jadi masalah pencahayaan, pencahayaan yang tinggi terang tidak terlalu baik untuk saya, redupnya cahaya juga sangat berpengaruh. Jadi saya suka yang sedang-sedang.⁶⁸

“based on the lightning, extremely bright is not a good option, the low light also takes part in, in this case, I prefer the medium light”

Student F: Eee, untuk belajar yang seperti pelajaran matematika, saya lebih suka kalau cahayanya terang kerna kalau gelap bisa saja saya tertidur.⁶⁹

Eee, to study something like maths, I prefer that the light is bright because if it's dark I can fall asleep

“if I’m learning about math, I prefer the bright one, I might fall asleep if its dark

Bagaimana dengan membaca

Saya suka kalau terang

“how about reading”?

⁶⁷ Zulkifli, First Grade Student of MTs Ma’ Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

⁶⁸ Ardila, First Grade Student of MTs Ma’ Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

⁶⁹ Asriani, First Grade Student of MTs Ma’ Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

“I prefer the bright one”

Student G: Eee pencahayaan yang terang kerna kalau gelap atau remang-remang itu biasa ngantuk.⁷⁰

“The Bright Light Is Better Than The Dark, It Causes Sleepy”

Student H: kalau terang saya dapat berkonsentrasi.⁷¹

“I can concentrate in bright light”

The table of extraction above shows that the students have various act and point of view towards the importance of light on their concentration. The students may have different personality and choices to choose the best light environment for them. This factor is one of the most important and basic thing for the students. it takes part in the way of the students to get focus on their learning.

d. Temperature Factor

Temperature is a measurement that indicates how hot or cold something of an object or substance with reference to some standard value. Temperature is a measurement of the heat in person's body. Temperature are factors that influence less felt than the influence of noise, but there is also someone who likes learn in cold or warm happy place to learn, and also love to learn in cold or warm.

Question : Students generally choose a comfortable place to learn by considering location, distance, environment and temperature. Can you explain the importance of temperature / weather in learning that can help you in concentrating? What do

⁷⁰ Nabila, First Grade Student of MTs Ma'Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

⁷¹ Marina, First Grade Student of MTs Ma'Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

you like in your learning process?

Student A: emm, well, saya suka suhu yang panas. Bisa jadi kek sedikit dingin pake kipas.⁷²

oh, tidak terlalu panas?

“I like a hot temperature, it could be a little cold with fan”

Oh, not too hot?

I mean, ndak ku suka AC, tidak saya suka yang sedingin itu.

“I mean I don’t like AC, not that cold”

Student B: Yaa..Mungkin suhu yang seperti hangat-hangat kerna kalau terlalu dingin kadang kita terfocus pada menutupi tubuh, tidak terfocus pada pelajaran.⁷³

“perhaps the warm temperature, if it’s too cold we only focus to cover the whole body rather than focus to study”

Student C: Aaa suhu, saya memilih suhu seperti, jika saya didepan kipas angin, dingin lebih tenang dalam belajar.⁷⁴

“ I prefer to stay in front of the fan, cold temperature makes me feel soft in studying”

Student D: Saya suka tempat yang dingin dan saya juga suka ketika saya belajar hujan turun. Misalnya saja ketika saya belajar tentang perhitungan atau

⁷²Andi Fadil Parengrengi, First Grade Student of MTs Ma’Arif Sarampu Polewali Mandar, Sulawesi barat, *interviewed* by researcher in Polewali Mandar on 10 January 2019.

⁷³ Arman, First Grade Student of MTs Ma’Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

⁷⁴ Mahmudin, First Grade Student of MTs Ma’Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

semacamnya saya butuh tempat yang dingin agar tidak terlalu sulit dalam berhitung atau berkonsentrasi.⁷⁵

“I like cold places and I love to learn when the rain falls. If I am learning math or calculation I need a cold place to help me focus and concentrate”

Student E: Kalau masalah suhu saya tidak terlalu mementingkan, maksudnya kalau suhu biasa-biasa saja tapi kalau suhu berubah menjadi ekstrim seperti berubah menjadi sangat panas atau sangat dingin itu mungkin bermasalah bagi pembelajaran.⁷⁶

“I have no problem with the temperature. However if it rises or drop to extreme condition, it might be a problem in studying”

Student F: Kalau saya pribadi saya lebih suka suhu yang dingin kalau belajar kerna kalau panas tidak bisa focus.⁷⁷

“personally, I prefer cold rather than hot, high temperature prevents me to focus in studying”

Student G: Kalau menurut saya suhu ruangan yang dingin kerna kalau panas dibawa tekanan begitu susah berkonsentrasi.⁷⁸

“I think the cold room it better because it's difficult to studying under the heat”

⁷⁵ Zulkifli, First Grade Student of MTs Ma'Arif Sarampu Polewali Mandar, *interview by researcher in Polewali Mandar on 10 January 2019.*

⁷⁶ Ardila, First Grade Student of MTs Ma'Arif Sarampu Polewali Mandar, *interview by researcher in Polewali Mandar on 10 January 2019.*

⁷⁷ Asriani, First Grade Student of MTs Ma'Arif Sarampu Polewali Mandar, *interview by researcher in Polewali Mandar on 10 January 2019.*

⁷⁸ Nabila, First Grade Student of MTs Ma'Arif Sarampu Polewali Mandar, *interview by researcher in Polewali Mandar on 10 January 2019.*

Student H: Tergantung, suhu tidak bermasalah .

tidak ada pengaruhnya:

iya tidak ada.

“It depends, I have no problem with temperature”⁷⁹

Temperature is important as well in learning process. The students may feel comfort based on the temperature they like. It is also part of the environment factor that really takes part in the students concentration. From the extraction above, the students have various answers related to the temperature.

e. Study Design

Design study is an academic discipline that pursues a critical understanding of design and its effects through analytical modes of inquiry or design study as a term that comprises various design researches and relate them to one another. Design study is one of the factors that have an impact as well, namely as a media or tool in learning, for example; there is someone who likes to learn relaxed place while sitting in a chair, sofa, bed, or on the carpet.

Question: Would you explain the proper learning position you prefer to? Do you prefer to use table, couch or floor to gain your concentration?

Student A: saya sama sekali tidak memikirkan tentang posisi. Apapun posisinya saya akan belajar. Yang penting nyaman.⁸⁰

“ I am totally have no problem with learning position, whatever it takes

⁷⁹ Marina, First Grade Student of MTs Ma' Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019

⁸⁰ Andi Fadil Parengrengi, First Grade Student of MTs Ma' Arif Sarampu Polewali Mandar, Sulawesi barat, *interviewed* by researcher in Polewali Mandar on 10 January 2019.

I will learn. The most important is its must be comfort

Student B: Saya lebih suka belajar di sofa mungkin kerna, meskipun tanpa meja saya dapat belajar.⁸¹

“I prefer to study on couch, I can learn without a table”

Student C: Posisi dalam belajar yang saya suka, yaitu saya suka jika melantai dan berbaring untuk belajar.⁸²

“I like to lie down my body on the floor and studying”

Student D: Setiap saya belajar, jika saya ingin berkonsentrasi saya lebih memilih duduk di meja tapi ketika saya menghafal saya lebih suka telentang, berbaring atau tengkurap.⁸³

“every time I learn, I prefer to sit and use a table to gain my concentration. However, if I need to memorize I prefer to lie down my body on the floor”

Student E: Saya lebih memilih duduk di meja dengan santai untuk memudahkan dalam pembelajaran.⁸⁴

“I prefer to sit and relax on the chair to make me easier in studying”

Student F: Eee kalau belajar saya lebih suka lebih menggunakan meja kerna kadang kalau melantai punggung saya sakit.⁸⁵

⁸¹ Arman, First Grade Student of MTs Ma' Arif Sarampu Polewali Mandar, *interview by researcher in Polewali Mandar on 10 January 2019.*

⁸² Mahmudin, First Grade Student of MTs Ma' Arif Sarampu Polewali Mandar, *interview by researcher in Polewali Mandar on 10 January 2019.*

⁸³ Zulkifli, First Grade Student of MTs Ma' Arif Sarampu Polewali Mandar, *interview by researcher in Polewali Mandar on 10 January 2019.*

⁸⁴ Ardila, First Grade Student of MTs Ma' Arif Sarampu Polewali Mandar, *interview by researcher in Polewali Mandar on 10 January 2019.*

“ I prefer to use the table in learning, lying down on the floor hurts my back”

Student H: Menggunakan meja lebih nyaman saat belajar.⁸⁶

”using the table is more comfortable in learning”

Study design takes an important role for the student to gain their concentration. The proper place helps the student to feel comfort in learning. From the extraction above, the students use various place and position based on their feeling. It is very important for them to feel as best as they could to help them understand the material or memorize the vocabularies.

f. Learning Modalities Factor

Learning modality which determines the students can process any information received. Learning modalities are the sensory channels or pathways through which individuals give, receive, and store information. Concentration in learning and creativity of teachers in developing strategies and teaching methods in classroom will improve students' learning concentration so that the results of learning will increase as well.

Question: did your ability in receiving lessons, analyzing, and storing ability to make you concentrate in learning?

Student A: yap. Saya akan lebih konsentrasi kalau saya sudah faham tentang pelajaran itu sebelumnya.⁸⁷

⁸⁵ Asriani, First Grade Student of MTs Ma' Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

⁸⁶ Marina, First Grade Student of MTs Ma' Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

⁸⁷ Andi Fadil Parengrengi, First Grade Student of MTs Ma' Arif Sarampu Polewali Mandar, Sulawesi barat, *interviewed* by researcher in Polewali Mandar on 10 January 2019.

“indeed, I will have more concentration if I know the lesson before”

Student B: Saya dapat menganalisis beberapa pelajaran yang saya anggap itu mudah dan mungkin memilah pelajaran yang agak sulit untuk dianalisis lagi.⁸⁸

“I can analyze few lesson which is easier and separate others which need more analysis”

Student C: Jadi begini kak, saya bisa berkonsentrasi dalam pembelajaran jika saya terlebih dahulu untuk mempelajarinya sebelum saya masuk di kelas, seperti itu.⁸⁹

“I can concentrate if I learn the material first before entering the class”

..... Saya akan mengerti dan berkonsentrasi apabila saya mempersiapkan terlebih dahulu pembelajaran sebelum mulai belajar.

“I will understand and concentrate if I prepare before I start learning”

Student D: Jika saya sudah mengetahui dasar dari pelajaran itu saya lebih berkonsentrasi. Tapi ketika saya tidak mengetahui dasar dari pelajaran itu terkadang saya tidak konsentrasi dan cenderung tidak memperhatikan.⁹⁰

“I can easily to concentrate if I know the basic of the materials. However, it is contrary different if I do not know the basic. I can't concentrate and have lack of attention”

⁸⁸ Arman, First Grade Student of MTs Ma'Arif Sarampu Polewali Mandar, *interview by researcher in Polewali Mandar on 10 January 2019.*

⁸⁹ Mahmudin, First Grade Student of MTs Ma'Arif Sarampu Polewali Mandar, *interview by researcher in Polewali Mandar on 10 January 2019.*

⁹⁰ Zulkifli, First Grade Student of MTs Ma'Arif Sarampu Polewali Mandar, *interview by researcher in Polewali Mandar on 10 January 2019.*

Student E: Jadi untuk masalah berkonsentras belajar itu harus ada pengetahuan dasar supaya membantu atau mendukung saya untuk menguasai materi tersebut.⁹¹

“about concentration, I must have a basic to master the material”

.....Iya, jadi permasalahan penggunaan teknologi seperti televisi, diskusi untuk membantu pembelajaran itu sangat berpengaruh sekali dalam pembelajaran di zaman sekarang ini. Jadi kita tidak bisa menolak ataupun intinya penting.

“about the technology, we can’t deny it’s very important in learning nowadays

Student H: Iya butuh dasar kerna membantu menguasai materi. supaya dapat berkonsentrasi:⁹²

iya.

“yes, I need basic first to help me understand the materials”

The table of extraction above showed that learning modalities is one of the students factor in gaining their concentration. It simply based on the students preparation before entering the classroom. The students may have to prepare or learn the material previously before contacting the lesson in order to have a clear basic or ideas of the material. In another word, its warming up.

g. Intercommunication Factor

⁹¹ Ardila, First Grade Student of MTs Ma’Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

⁹² Marina, First Grade Student of MTs Ma’Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

Intercommunication is to exchange communication with one another or to afford passage from one to another. Intercourse can also affect students in a lesson, behaviors and their association can affect the concentration learning is also influence by several factors, such as technology developed at this time for example television, internet, etc. It is very influential on students' attitudes and behavior.

Question: Does using the information media (TV, internet) and discussing can help you concentrate in learning something / clarifying or searching for information relating to your eyes?

Student A: ok. Youtube, internet, tv eh, menurut saya sangat membantu dalam berkonsentrasi tetapi tidak dengan diskusi.⁹³

“sure, Youtube, Internet, and TV. According to me it helps me a lot to concentrate but not with discussion”

Student B: Iya..saya menggunakan media seperti di televisiataupun google atau di internet dan apabila saya mendapatkan suatu informasi saya akan memaparkannya dalam diskusi untuk mencari sebuah kebenaran.⁹⁴

”indeed, I use the media such as television and google or in internet. If I have an information, I will perform it in discussion to fine the truth”

Student C: saya dapat di bantu apabila saya belajar dalam ,membuka youtube seperti itu.⁹⁵

⁹³ Andi Fadil Parengrengi, First Grade Student of MTs Ma'Arif Sarampu Polewali Mandar, Sulawesi barat, *interviewed* by researcher in Polewali Mandar on 10 January 2019.

⁹⁴ Arman, First Grade Student of MTs Ma'Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

⁹⁵ Mahmudin, First Grade Student of MTs Ma'Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

“youtube can help me to learn”

Student F: Saya lebih suka menggunakan media seperti itu untuk menambah pengetahuan.⁹⁶

“I prefer to use the media to enhance my knowledge”

Student G: Iya berpengaruh kerna kalau tidak mengertiki sesuatu kadang malaski , bilang janganmi pelajari.⁹⁷

“it has an effect, if you don’t know something it makes you feel lazy to learn it”

..... tergantung situasinya kalau di suruhki kerja kelompok lebih nyaman kelompok kerna sama-sama kerja. Kecuali kayak tugas individu cenderung mengerjakan sendiri.

”....it depends on the situation, group work is teamwork. Personal work must be done by your own”

Student H:

Iya.⁹⁸

dapat membantu?

iya dapat membantu.

“yes, it can help me”

⁹⁶ Asriani, First Grade Student of MTs Ma’ Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

⁹⁷ Nabila, First Grade Student of MTs Ma’ Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

⁹⁸ Marina, First Grade Student of MTs Ma’ Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

The table of extraction above shows that the intercommunication factor which takes part in students' concentration. It could be seen that the students use various things to gain their concentration. Few students use the media in order to clarify or help them to focus on their lesson.

h. **Psychology Factor**

Psychology is the study of the mind and behavior, and according to the American Psychological Association is the study of the mind, how it works, and how it affects behavior. Psychological factors can also affect how the attitude and behavior of students in concentrate, for example, due to problems in the neighborhood and the family, because students will lose their enthusiasm and motivation to learn and also affect the level of concentration of students will decrease.

Question: Sometimes personal problems are either prosperous or at home can make a serious student not able to think clearly, does this do not affect your concentration? If yes, how do you return to focused without considering your mental conditions?

Student A: ya, jika saya punya masalah, saya akan tidak fokus dan yang harus saya lakukan untuk fokus kembali adalah saya harus menyelesaikan masalah itu.⁹⁹

“yes, if I have a problem, I will not focus on studying. I have to clear my problem first then continue the lesson”

Student B: Eee ..apabila itu adalah suatu masalah yang besar menurut saya, saya akan mencoba untuk membuat suatu yang lain untuk melupakannya.

⁹⁹ Andi Fadil Parengrengi, First Grade Student of MTs Ma'Arif Sarampu Polewali Mandar, Sulawesi barat, interviewed by researcher in Polewali Mandar on 10 January 2019.

Misalnya saya membuat kebahagiaan bersama teman atau mungkin berbicara yang santai dengan teman supaya saya muda melupakan atau tidak memikirkan masalah saya lagi.¹⁰⁰

“ if it’s a big problem, I will try to do something to forget it such as make cheers with my friends or have fun talk to forget the problem ”

Student C: Ooo jadi begini,saya tidak akan terfokus belajar apabila saya memiliki masalah atau ya problem yang di luar sana dan saya akan memilih menyelesaikan masalah terlebih dahulu sebelum saya belajar seperti itu.¹⁰¹

” I can’t focus if I have problem out there, I have to make it sorted first before I study”

Student E: Jadi kalau saya sendiri tidak, maksudnya saya membedakan masalah pribadi dan pembelajaran. Cara itu saya memendam atau mengubur dulu masalah pribadi dan masuk ke dunia pembelajaran dan melupakan terlebih dahulu hal yang sulit agar bisa berkonsentrasi.¹⁰²

“for me, it doesn’t have any connection at all, I mean personal problem and my study. I would put aside my problem first then move to my lesson”

Student F: Eeemm, mungkin tidak..

kerna kenapa tidak bisa?

¹⁰⁰ Arman, First Grade Student of MTs Ma’Arif Sarampu Polewali Mandar, *interview by researcher in Polewali Mandar on 10 January 2019.*

¹⁰¹ Mahmudin, First Grade Student of MTs Ma’Arif Sarampu Polewali Mandar, *interview by researcher in Polewali Mandar on 10 January 2019.*

¹⁰² Ardila, First Grade Student of MTs Ma’Arif Sarampu Polewali Mandar, *interview by researcher in Polewali Mandar on 10 January 2019.*

kalau Saya pribadi tidak.¹⁰³

“personally, I don’t”

kalau saya tidak bisa focus kalau ada masalah apalagi kalau masalah pribadi.

“I can’t focus if I have personal problem”

Student G: Masalah pribadi sebenarnya dapat mengganggu konsentrasi tapi serius saya harus menyelesaikan masalahnya terlebih dahulu agar tidak mengganggu konsentrasi belajar.¹⁰⁴

“personal problem may causes the lack of concentration but honestly I must clear the problem first which help me to focus”

Student H:

Tidak berpengaruh.

tidak ada pengaruhnya masalah pribadi?

tidak ada ji.¹⁰⁵

“ it doesn’t have any effect at all”

The table of extraction above indicates that the students deal with their psychology in order to gain their concentration in learning. Few of the students must deal with their problem first before move into their lesson. However, others did not

¹⁰³ Asriani, First Grade Student of MTs Ma’Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

¹⁰⁴ Nabila, First Grade Student of MTs Ma’Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

¹⁰⁵ Marina, First Grade Student of MTs Ma’Arif Sarampu Polewali Mandar, *interview* by researcher in Polewali Mandar on 10 January 2019.

have any problem about their personal problem that may affect the lack of their concentration.

B. Discussion

The discussion of this research deals with the interpretation of the findings derived from the result of the script of audio recording from the interview process. In this discussion part, the main point explained was the students' concentration factor in learning reading.

Students concentration factors are divided such as; environment, sound, temperature, lightning, learning modalities, intercommunication and psychology. These factors were introduced by several experts and researchers. This research took them all and put as a main factors that became the base of the theory of the concentration factor by the students

Based on the extractions analyzed in the findings, the researcher found that the students faced all of the factors that explain in the previous chapter. The first finding was the environment factor takes part in students' concentration. Environment simply means the complex of physical, chemical, and biotic factors (such as climate, soil, and living things) that act upon an organism or an ecological community and ultimately determine its form and survival. However, in educational concept. It basically means the learning condition that takes part in students teaching and learning process.

Environment can affect the ability to concentrate and able to maximize the ability to concentrate. If students know the factors that affect the concentration, they will be able to use their capabilities at the right time and right atmosphere.

Environmental factors that affect the concentration learning are sound, lighting, temperature, and study design.

The influence of environmental factor clearly seen in question 1. The learner stated that *"I prefer the quiet environment which may away from the crowd. It causes less of concentration due to the heavy noise"* this utterance is in line with another statement from other students, *"I need peaceful place to study such as my own room. I feel quiet and able to focus"*

Those utterance indicated the importance of the peaceful place for the students to focus. Less sound may help them to focus, concentrate and enjoy their studying. Away from the crowd is common thing for common people to deal with their business, in this case if to deal with their studying.

Based on previous research showed that environment is one of key factor in the successful of the learning goal.¹⁰⁶ it shows that physical classroom environment influence the students achievement, the building structural facility influence in learning, inadequate lighting, noise, low air quality and deficient heating in the classroom are significantly related to worse students achievement.

For students to learn to their full potential, scientific evidence suggests that the classroom environment must be of minimum structural quality and contain cues signaling that all students are valued learners. Of course, the redesign of classrooms must be considered within the context of a set of larger factors that promote educational attainment, such as curriculum development and teacher training. Nonetheless, a plethora of scientific evidence suggests that student learning and

¹⁰⁶ Cheryan, S et al. 2014, *Designing Classroom to Maximize Students Achievement; Policy Isights From Behavioral and Brain Science*, vol 1 (1) page 4-12, doi:10.1177/2372732214548677

achievement is deeply affected by the environment in which this learning occurs. Improving student learning, achievement, and motivation requires attending to both the structural and symbolic features in the classroom.

Furthermore, for the future suggestion for the teacher and tutors, while designing a learning environment it is vital to think about the learner characteristic to maximize the approach to reach the goal. Learner characteristic may vary such as learning styles, approach, interest and motivation in order to promote effective learning. The learning environment and learning process should be designed not to enable the students to learn in the same manner and the same level, but rather designed by giving through students existing learning styles.

The second findings shows that the sound factor become a students' concentration factor in learning reading. Sound simply means¹⁰⁷ mechanical radiant energy that transmitted by longitudinal pressure waves in a material medium (such as air) and is the objective cause of hearing.

Everyone has a different reaction to sounds, some prefer to learn while listening to music and some don't like to learn while listening to music, learn crowded place, and with friends. But there can only learn a quiet place without sound, or some are able to learn to place under any circumstances. Usually sound has an enormous effect on the concentration of one's learning. Even in several studies conducted by famous researcher, they found there was some kind of sound very make someone can achieve the level of concentration such as the sounds of nature, rain drops, water flow and more voices or sound are making someone sticking a high level of concentration.

¹⁰⁷<https://www.merriam-webster.com/dictionary/sound> accessed on 21 February 2020

The influence of sound factor clearly seen in question 2. The learner stated that “ *I feel so enthusiastic in learning while listening to the music, it helps me to balance my dizziness*” student B also stated “*I like music, sometimes I learn certain subject with music which helps me to relax, such as science. Otherwise, in learning math or calculation, I prefer not to play any music*”. From the statement above, it clearly can be seen that the students really enjoy learning while listening to the music. It brings lots of relaxation and warm feeling. The first statement from the first students means the music may balance between her focus and confusion (dizziness) about the lesson she faced. It is very important to have something to help us to analyze something or make easier without having any confusion towards the lesson.

Many studies from field of education systems, neurophysiology and other sciences show to us that music has big influence on human beings, especially on children and their cognitive and psychophysical development. About good influence of music we also have evidences in neurological researches on music and rhythm stimulation, which provide to us unbelievable information about work of cerebral cortex during listening music and playing music instrument. Next to all those incredible evidence of good influence of music, education system overseas is created on opposite foundations which are guided with the idea that there is nothing more important in school and life than math, languages and science. Any kind of art in this education system is considered as subject that does not have any value for child development. Because of that, numbers of weekly and year classes of music are lower and in most of those classes teachers are doing math or some other subject

Further research showed the importance of music. ¹⁰⁸students with music education have better success in learning in elementary school in the field of math, language and sciences, even though they are not excellent in playing instrument in music school. Beside this, through those classes children are learning lots of other skills which are very important for life quality, like: team work, the meaning of hard work, self-discipline, persistence and determination, building confidence, development of creative thinking and learning how to use time. those are benefits that just one little percent of children from B&H have. If we take data only from Canton Sarajevo, we will see that only 2,8% of children have those benefits and good quality of education. It does not mean that all children should go to music schools and should be musician, but all students should have proper music classes in their schools, where they could sing and play and through those activities get opportunity to develop skills which will help them in learning and better life. We urgently need to change teaching methods which main goal is just to learn data without any development of one's own opinion, creativity, social skills, motor ability...etc . Because of this kind of education, in which we are making army of encyclopedia robots, we will have huge problem in near future that our kids will have all those data in their mind, but they will not be able to use it, to resolve problems and to make their own critical opinion.

However, not all the students feel comfort with the noise. Students G stated *“according to me, the proper environment to have the best concentration is the quiet place”* it shows that not all the students can deal with the noise. Others may enjoy crowd situation or listening to the music, however, others may feel enjoy in lonely and quiet situation. It depends on the students itself. In line with the student B

¹⁰⁸Gojmerac, I. 2018. *Importance of music in education system*. Research Gate

statement “.....”*sometimes, in crowd situation I am able to concentrate due to my training in such situation*”this student has train herself to focus in crowd situation. Furthermore, in teaching and learning situation, both teacher and learner should find the proper place to gain the concentration and choose the best way to reach the learning goal.

In regards to sound, teachers must be mindful of this element in the classroom. Sound can play a very important role in the attention and success of a student. Things such as a noisy hallway or a student tapping their pencil repeatedly on the desk can greatly distract a student. There are ways to counter these distractions though. Something as simple as closing the classroom door can benefit students. Grouping students that prefer quiet next to each other can increase their attention. It can also be beneficial to have learning centers in the room where students can go to find a quiet place to work as well. Some students prefer to have a little noise to prevent distractions. Allowing them to listen to their headphones quietly can increase their productivity. Another strategy would be to turn on some music quietly for them to listen to while they work. This could be a useful time to use students who are musical to find soothing songs that promote concentration¹⁰⁹.

The third findings shows that the light factor is also become students’ concentration factor in learning reading. Light simply means something that makes vision possible. Lighting is one of the factors that influence less felt than the influence of noise, but there is also someone who likes to learn place of light, or enjoy learning a dark place, but the visual comfort can also be classified as one of the

¹⁰⁹Karen Burke and Barbara Burke-Samide. “Required Changes in the Classroom Environment: It's a Matter of Design.” *The Clearing House* , Vol. 77, No. 6 (Jul. - Aug., 2004), pp. 236-239.

factors affecting the level of comfort in the room or building. Good lighting can make a person learn the power of concentration has increased dramatically and eliminating someone from feeling lazy and sleepy in the learning process, especially in the learning process in schools.

The influence of the light factor can be seen in question 3. The student statement *“When im learning, I prefer the light to dark”*, student B stated that *“I prefer the dim or low light condition, too bright might ruin my concentration”* in line with this statement, another students also stated that *“based on the lightning, extremely bright is not a good option, the low light also takes part in, in this case, I prefer the medium light”*.

Based on the students’ interview extraction above, it can be seen that light takes part in the students’ concentration. Three students agree to study under a good light rather than the dark. However, the other students have a very answers, such as *“I prefer the dim or low light condition, too bright might ruin my concentration”* and *“The Bright Light Is Better Than The Dark, the dark Causes Sleepy”*. Both students have different point of view towards the best light.

The human evolution is shaped by light. In the course of evolution, human beings have adapted and developed an internal clock that under natural light conditions is synchronized to the earth’s 24-hour light-dark rotational cycle. Lights of different wavelengths also affect blood pressure, pulse, respiration rates, brain activity, and biorhythms. The role of lighting in our daily lives is essential in order to operate ideally in every environment. Thus, lighting directly influences every

dimension of human existence. ¹¹⁰Light is the most important environmental input, after food and water, in controlling bodily functions.

Because lighting profoundly impacts numerous levels of human functioning such as vision, circadian rhythms, mood, and cognition, its implicit effects on learning and classroom achievement cannot be dismissed. Several studies have addressed how the quality and color of lighting can either impair or enhance students' visual skills and thus, academic performance. Visual impairments alone can induce behavioral problems in students as well as level of concentration and motivation in the classroom

A study by ¹¹¹Ott revealed that cool white fluorescent lighting in classrooms can drastically improve the behavior of students who are hyperactive or have learning disadvantages. Four "windowless" classrooms containing first graders in Sarasota, Florida were observed. Two of the classrooms had standard fluorescent lighting and the other two had the new full-spectrum fluorescent lighting installed. Cameras were set up in each room to take snapshots of the students throughout the day. Results proved that the students in the full-spectrum lit classrooms were able to pay attention better which led to improved performance. Ott concluded that "hyperactivity is partly due to a radiation stress condition," and that when the exposure to the radiation from the lighting was minimized, behavior and performance improved.

¹¹⁰ Tanner, K. C. 2008. *Explaining Relationships Among Student Outcomes and the School's Physical Environment*. *Journal of Advanced Academics*, 19(3), 444-471.

¹¹¹Ott, J. N. 1976. *Influence of Flourescent Lights on Hyperactivity and Learning Disabilities*. *Journal of Learning Disabilities*, 9(7), 22-27.

Another study¹¹² Grangaard measured how “color and light” had an effect on eleven six-year old students’ on-task and off-task behaviors and their blood pressure measurements. The children went through three phases of testing in which each lasted for ten days. During this time, the students were videotaped for fifteen-minute intervals at the same times each day and their blood pressure was also measured each day. The results showed that a decrease appeared in the children’s blood pressure during the second phase in the experimental classroom with blue walls and full-spectrum lighting, and a gradual one percent increase occurred upon returning to the original classroom setup with cluttered white walls and plain white fluorescent lighting in the third phase. The results also revealed that the six-year olds exhibited a dramatic decline in off-task behaviors in the second phase as compared with the first. In the first phase, a total of 390 off-task behaviors were measured as opposed to a total of 310 in the second phase, a twenty-two percent decrease. The author concludes that “the enhancement of human performance requires the optimum environment” and that “educators must recognize the fact that surroundings are never neutral”.

A study by ¹¹³ Tanner reiterates the idea that the physical design of schools can effect student achievement. One of the areas of design discussed was lighting. The author relates evidence from other studies that have shown that lighting affects human physiological functions, health, development, and performance. Regression models were used to help determine the relationships between school design elements and student performance. The overall outcome expressed variances in

¹¹² Grangaard, E. M. 1995. *Color and Light Effects on Learning*. Association for Childhood Education International Study Conference and Exhibition, 2-10 Washington, D.C.

¹¹³ Tanner, K. C. 2008. Explaining Relationships Among Student Outcomes and the School's Physical Environment. *Journal of Advanced Academics*, 19(3), 444-471.

achievement when compared to controlled and non-controlled design elements in schools including lighting.

Heschong et al examined second through fifth grade students' math and reading test results to determine whether the effects of daylighting in the schools had an impact on student performance. Three different school districts across the nation were chosen to participate in this study. Each school district's lighting conditions were categorized into several sets of data. A "multivariate regression analysis" was used to differentiate the highly variable data for each school district. The statistical evidence revealed that school buildings with the greatest capacity for daylight, such as those "with increased window and skylight areas," had a noteworthy effect on students' performance and behavior. Within the different school districts, the findings were consistent.

Different types of lighting can play different roles in enhancing classroom performance such as improving vision and perhaps affecting concentration and motivation, behavior, and academic achievement. For example, cool white fluorescent lighting is recommended to aid in reading speed and accuracy and attentiveness or focus. On the other hand, warm white lighting can assist in helping adults to work together and to minimize conflict.

The fourth findings show that the temperature factor is also takes part in students' concentration. Temperature is a measurement that indicates how hot or cold something of an object or substance with reference to some standard value. Temperature is a measurement of the heat in person's body. Temperature are factors that influence less felt than the influence of noise, but there is also someone who

likes learn in cold or warm happy place to learn, and also love to learn in cold or warm.

The students extractions such as *“perhaps the warm temperature, if it’s too cold we only focus to cover the whole body rather than focus to study”, “ I prefer to stay in front of the fan, cold temperature makes me feel soft in studying” and “I like cold places and I love to learn when the rain falls. If I am learning math or calculation I need a cold place to help me focus and concentrate”* indicate the temperature as one of students’ concentration factor in reading. The average temperature seems the best for the students. Indonesia consists of two seasons. Rainy and dry season and the cold one seems to be the students’ choice

Another aspect of the classroom that is difficult to control but can play a large part in keeping students engaged is the classroom temperature. This can be a tricky facet to modify in the classroom since many schools use a central heating system. Too cold or too warm of a classroom can make students sluggish or inattentive. Also, poor circulation of air can create dust or air pollution that can affect students’ allergies. A classroom with fresh, warm air can create an atmosphere conducive to learning. Students will look for anything to distract them from the lesson, regardless of how trivial it may seem. Removing problems created by things such as temperature, light, or sound removes potential distractions for students

¹¹⁴The optimal temperature range for learning appears to be between 68° and 74°. In an experiment on effects of temperature on learning, male undergraduates performed best on a test of word associations when they had learned those associations in a 72° room, and performed significantly worse as temperatures

¹¹⁴ Cheryan, S et al. 2014, *Designing classroom to maximize students achievement; Policy isights from behavioral and brain science*, vol 1 (1) page 4-12, doi:10.1177/2372732214548677

became more extreme in either direction. Heating is reported as unsatisfactory or very unsatisfactory for 14% of U.S. public schools with permanent buildings and 12% of U.S. public schools with temporary buildings.

Temperature is one part of the environment element, Overall, the classroom environment plays a crucial role in keeping students engaged and allowing them to be successful within the classroom. The teacher can modify the environment to achieve these results. There is a multitude of ways in which to do this. They can arrange the desks in different patterns. They can decorate the walls with different assignments or items. Students can be used to help lead the classroom in the way that the teacher wants to go. Even adapting the lighting or the temperature of the room can increase the effectiveness of instruction in the classroom. A good teacher is aware of these elements and the importance that they play in student success. Without giving attention to the environment of a classroom the teacher is setting their students up to be less successful.

The fifth finding shows that study design affect the students concentration factor. Study design simply means an academic discipline that purses a critical understanding of design and its effects through analytical modes of inquiry or design study as a term that comprises various design researches and relate them to one another. Design study is one of the factors that have an impact as well, namely as a media or tool in learning, for example; there is someone who likes to learn relaxed place while sitting in a chair, sofa, bed, or on the carpet.

The table of the students' extraction can clearly be seen in question 5. The point of this part was to find out the students choice on their study design that takes part in their concentration. “ *I am totally have no problem with learning position,*

whatever it takes I will learn. The most important is its must be comfort, “ I prefer to study on couch, I can learn without a table”, “every time I learn, I prefer to sit and use a table to gain my concentration. However, if I need to memorize I prefer to lie down my body on the floor”, “ I prefer to use the table in learning, lying down on the floor hurts my back””using the table is more comfortable in learning. Those extractions show that the study design become the factor of students’ concentration in learning. They may have various of styles but the comfort is above all.

In learning, specifically in the classroom, If not approached correctly, a classroom can be set up in a way that stifles creativity or does not promote a positive learning environment. There are many things that can affect this environment. There are physical elements such as wall art, arrangement of desks, or resources. Also, there are intangible elements such as the energy of the classroom, the rules, or the sounds within the room. Each of these can impact a student’s focus and achievement in the class. They can also affect a teacher’s attitude in the class. Included in each of these elements of the classroom is the emotional environment. The way in which a teacher organizes their class, or how they control it, will yield positive or negative consequences for their students. If a teacher is unmotivated or negative there will be a direct impact on the students within the classroom. Similarly, if a teacher is motivated and positive they will likely have a beneficial impact on their students as well. It is important for a teacher to understand this cause and effect in order to understand how to organize their classroom to create a better learning.

As previously, environment takes all the parts of this research. It connected to all sub-factor. As suggestion based on these findings is the teacher should not stick to the old style of class which traditionally start to row from the front to the back. Use

the floor with carpet is probably not a bad idea.¹¹⁵ The standard for many classrooms today is to have desks aligned in rows within the classroom. This system of arrangement seems to make students lose focus and creates a higher number of disruptions in the classroom. This structure does not encourage interaction between students and focuses more on the student as an individual completing their own work. Humans are social creatures that want attention, and if they aren't going to be able to get it from their classmates then they will commonly act out to get attention from their teacher.

If it is English, then the teacher could have a corner of the room set up like a theatre where the students could act out scenes from various plays that they are reading. There could be an area of the room with comfortable chairs and a small library where they could pick a book to silently read if they have finished all of their work for the day. This could be viewed as warm and inviting for a student who does not like to read because now they see that English can involve moving around. The small library will also allow them to choose what they want to read, rather than them having to read what was assigned.

The sixth finding shows learning modalities as the students' concentration factor in learning reading. Learning modality which determines the students can process any information received. Learning modalities are the sensory channels or pathways through which individuals give, receive, and store information. Concentration in learning and creativity of teachers in developing strategies and teaching methods in classroom will improve students' learning concentration so that the results of learning will increase as well.

¹¹⁵ Hanna, R. 2013, *The effect of classroom environment on students learning*. Honor Theses No 2375. Western Michigan University.

This factor simply describe the students' preparation before learning. Most people are prepared before doing something, others just did it directly. The students' extractions are; “ *indeed, I will have more concentration if I know the lesson before*”, “ *I can analyze few lesson which is easier and separate others which need more analysis*”, “*I will understand and concentrate if I prepare before I start learning*”, “*yes, I need basic first to help me understand the materials*.”

Like many things in life, people resist change and tend to gravitate to situations and people who are similar to them. Trainers and educators sometimes do this related to their own modality preference. They build in an abundance of materials and strategies that they feel comfortable with and from which they would personally gain the most if they were a learner. This can create challenges for you as a trainer or educator in a learning environment.

To avoid leaning too much toward own learning preferences, it is a good idea to find a self-assessment tool that will help determine the students preferred modality, if you have never done so. This will increase the students self-awareness. Once you have identified students' learning modality preference(s), students are more likely to be successful in designing and delivering program content. This is because by recognizing what they like, they can potentially avoid focusing on that preference when creating materials and strategies. For example, if they are primarily a visual learner, they may have a tendency to use other media. By this, it is better to give the clue for the students as preparation for their next study. It will help the students' self-awareness.

¹¹⁶By building variety into your learning events, you create a more stimulating and brainfriendly environment. To increase your success in working with people who prefer all learning modalities and styles, conduct research on how the brain best processes information. Make sure that you periodically engage people through as many senses as possible and that you create ways where they are actively engaged in the learning process as possible. Regularly incorporate a wide variety of stimulating and experiential elements into the classroom as possible and focus on experience, observation, conceptualization, and experimentation. For example, use sound, motion, demonstrations, case studies, movement, music, role plays, visual aids, small group activities, and discussions. Successful learning events do not occur by chance. Trainers and educators who research and address learning modalities and styles are more likely to create experiences in which learners quickly see the value, importance and application of what they learn. By setting up an environment in which learners are able to more effectively grasp concepts and skills in a way that is effective for them, they succeed and so do you.

The seventh finding shows the students' concentration factor named intercommunication. Intercommunication is to exchange communication with one another or to afford passage from one to another. Intercourse can also affect students in a lesson, behaviors and their association can affect the concentration learning is also influence by several factors, such as technology developed at this time for example television, internet, etc. It is very influential on students' attitudes and behavior.

¹¹⁶ Lucas, BW, 2015, *The importance of learning modalities and styles*. <http://www.robertwlucas.com/wp-content/uploads/>, accessed on February 24, 2020.

The students extractions, such as; *“indeed, I use the media such as television and google or in internet. If I have an information, I will perform it in discussion to fine the truth, ”....it depends on the situation, group work is teamwork. Personal work must be done by your own”* Shows that the students use various media to gain their concentration. They use the internet and TV as a millennial trend to get the clear information, furthermore, discussion is also used to sharing ideas to communicate each other.

The use of media to gain the concentration in learning. ¹¹⁷Media can be used effectively in formal situation where students are working independently or teacher is working with other group of students. Media play a significant role in the education of students with exceptionalities children with disabilities in particular need special instructional treatment which is supplemented with adaptation and specially designed media for effective instruction of such students. The most common use of media in an instructional situation is for supplemental support of the instructor in the class room to enhance learning. ¹¹⁸Every application of media is somewhat unique but in any case it must be guided by both general principles of learning and the context in which these principles are employed. For the instructional use of media programs are designed intentionally to make the teaching-learning environment more interesting and effective

There are so many great Websites that encourage and teach higher-level thinking that did an injustice to the students if the teachers do not lead them there. Using media is the key to moving students to higher-level thinking. the students are

¹¹⁷Heinich, R. et al. 1996. Instructional Media and Technologies for Learning. New Jersey: Prentice Hall, inc.

¹¹⁸Locatis, C. N. & Atkinson, F. D. 1990. Media and Technology for Education & Training. Columbus, Ohio: Charles E. Merrill Publishing company.

already familiar with using the Internet and many of the software programs required to reach such higher-level thinking skills as creativity, problem solving, comparison and contrast, and evaluation.

The teachers need to lead them to the best of the best in term of media and to provide feedback as they work. Realworld applications, such as the physics software that explores how to design amusement park rides utilizing g-forces without damaging the body, are exciting and fun, but they also lead students into problem solving and decision making. Based on the research by ¹¹⁹Wenglinsky on the impact of media on learning mathematics among fourth and eighth graders, it was concluded that when computers are used to perform tasks applying higher-order concepts and when teachers are proficient in directing students toward productive uses, computers are associated with significant learning gains.

The last concentration factor by the students in learning reading can be seen in question 8 namely psychology factor. This simply means Psychology is the study of the mind and behavior, and according to the American Psychological Association is the study of the mind, how it works, and how it affects behavior. Psychological factors can also affect how the attitude and behavior of students in concentrate, for example, due to problems in the neighborhood and the family, because students will lose their enthusiasm and motivation to learn and also affect the level of concentration of students will decrease.

Psychology is very important to gain the students concentration. It is the main thing in every student because it refers to the brain and the mentality. The student's extractions such as; *"yes, if I have a problem, I will not focus on studying. I have to*

¹¹⁹ Wenglinsky, H 2004 *what teacher should know about media and technology*. Sage Publication company. United Kingdom

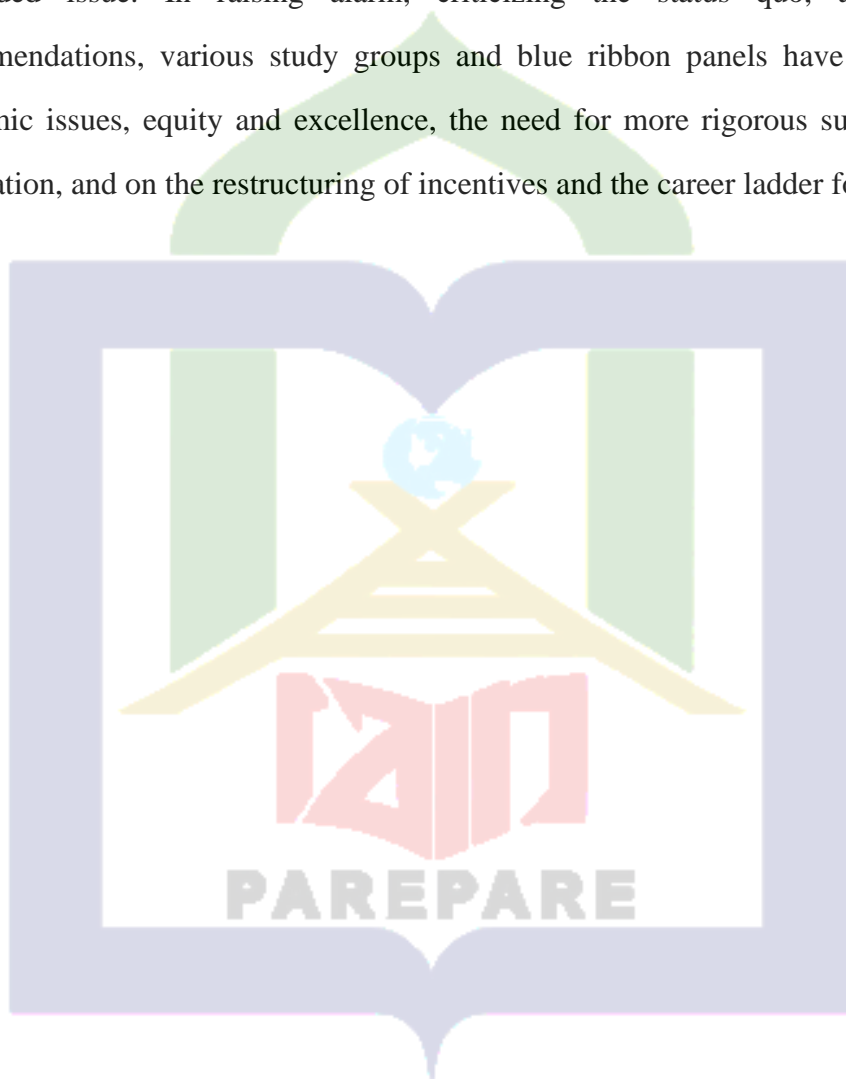
clear my problem first then continue the lesson”, “ if it’s a big problem, I will try to do something to forget it such as make cheers with my friends or have fun talk to forget the problem”, “for me, it doesn’t have any connection at all, I mean personal problem and my study. I would put aside my problem first then move to my lesson” the students extractions shows that the personal problem may have become the barrier to gain their concentration. It refers to the brain which control all of the mood, motivation and concentration.

Education and psychology are interdependent. One psychologist said that I did not understand how a teacher could teach without the knowledge of education Psychology. Psychology had changed the spirit of education and it gives new meaning to learning in classroom. Psychology also changed the old concept of education where only upper class had the ability and right to learn. Psychology gives education the theory of individual differences that every child has different mental ability and learns with different pace. Today in modern era, education psychology is the foundation of education. Psychology effect education in every field of teaching learning process. For years, teacher educators have written about the purposes, aims, and goals of educational psychology and have stressed the relevance of the field for the practice of teaching and learning

¹²⁰Woolfolk noted, educational psychologists seem to be having more and more trouble explaining to educators what they do and why educators should care. In this special issue, authors explore the relevance of educational psychology in teacher education programs, noting how educational psychology contributes to the preparation of teachers. It is very essential for a teacher to teach his students

¹²⁰ A. Hoy-Woolfolk, 2001. *Educational psychology in teacher education*. *Educational Psychologist*, 35, 4, 257-270.

according to their mental abilities. Educational psychology helps the teacher in doing so. It enables the teacher to teach where and how? The way in which teachers are educated and supported to meet the challenges of the 21st century has become a contended issue. In raising alarm, criticizing the status quo, and making recommendations, various study groups and blue ribbon panels have focused on economic issues, equity and excellence, the need for more rigorous subject matter preparation, and on the restructuring of incentives and the career ladder for teachers.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with two parts. The first part contains conclusion which based on the researcher finding and discussion. The second part contains suggestion which based on the conclusion.

5.1 Conclusion

Firstly, based on the discussion in the previous chapter, the finding of the results showed the students' concentration factor in learning reading. The extraction showed that; environment, sound, temperature, learning modalities, psychology, study design and intercommunication are the factors that the students had in learning reading.

Each student might have various answers related to the question, it was because they have a different background and study approach. Few students had the same idea and answer but others was contrary different. However, their extraction is still part of the factor introduced by the researcher in previous chapter.

This factor is very important to be considering by the teacher and the students for the further learning. The students have to deal with the environment that they may not use to be. As well as for the teacher, understanding the students psychology and learning background could be the best option to determine the best media and approach to help the students gain their motivation, focus, concentration and their goal indeed.

5.2 Suggestion

Based on the conclusion, the researcher would like to give some suggestions related to this research for teachers, students, and other researchers. The suggestions are as follows:

5.2.1 For the English teachers:

1. The English teachers should explore more about the factors that involved in their students learning. This would help to arrange the best position in learning, set the best environment and determine the teaching method to deliver in order to gain the students attention and understanding
2. The teachers should give more attention, guidance, and motivation to the students in learning English, not only in reading, but other skills as well.

5.2.2 For the Students:

The students should be more active and not afraid of making mistakes during teaching and learning process. The factors that explained previously might become a source of information about the other student's concentration factor in reading and learn from it to get the best way in concentrating

5.2.3 For other Researchers

This research might helpful to be a reference for the future research. This research was away from the perfect paper but it will help you to understand the basic concentration factor owned by junior high school students.

BIBLIOGRAPHY

- Albert J, Haris and Edward R, Sipay. 1981, *How To Increase Reading Ability*. Seventh Edition, New York: Longman Group.
- Anderson. N. J. 2000. *Expoloring Second Language Reading-Issues and Strategies*. Canada, Heinle&Heinle.
- Athur W, Heilman Timothy R, Blair Wiliam H, and Rupley. 1961. *Princxiple and Preactices of Teaching Reading*. Columbus: Toronto London Sydney.
- Urban Bungin, 2004. *Metode Penelitian Kuantitatif*. Cet. III; Jakarta: PT Raja Grafindo Persada.
- Bagong Suyanto and Sutinag. 2005. *Metode Penelitian Sosial*. Jakarta: Kencana.
- Chirtian Nordavist. 2018. *Whatis Pyschology and What Does It Involve*, <https://www.medicalnewstoday.com/articles/154874.php>.
- Christine Nuttal. 2005. *Teaching Reading Skills in a Foreign Language*. London: Macmillan.
- Cheryan, S et al. 2014, *Designing Classroom to Maximize Students Achievement; Policy Isights From Behavioral and Brain Science*, vol 1 (1) page 4-12, doi:10.1177/2372732214548677.
- Cerrel, Th.I L. Paticia, and Dolmer. 1988. *Interaction Approach to Second Language Reading*. New York: Cambridge University Press.
- Douglas Brown. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edition. New York: Addition Wesley Longman, Inc.
- Douglas Brown. 1989. *Teaching by Principle and Interactive Approach to Language Pedagogy*. New York : Longman Inc.
- Dimiyati and Mudjono, *Belajardan Pembelajaran*, Jakarta :Rineka Cipta, 2009.
- Engkoswara. 2018. Ciri- Ciri Siswa yang Dapat Berkonsentrasi Belajar. <http://id.shvoong.com>, (online).
- Grangaard, E. M. 1995. *Color and Light Effects on Learning*. Association for Childhood Education International Study Conference and Exhibition, 2-10 Washington, D.C.
- Gojmerac, I. 2018. *Importance of music in education sytem*. Research Gate.

- Grayling, A History of Reading. 2017. <http://www.buzzle.com/articles/why-is-reading-important.html>(online).
- HarunRasyid. 2000. *Metode Penelitian Kualitatif Bidang Ilmu Sosial Agama*. Pontianak: STAIN Pontianak.
- Hendrata, “Konsentrasi Belajar,” Blog Hendraata. 2018. <http://Hendrata.blogspot.com/2009/2010/konsentrasi-belajar.html>, (online).
- Hornby. 1986. *Oxford Advanced Learner's Dictionary*. London: Oxford University Press.
- <https://www.merriam-webster.com/dictionary/sound> accessed on 21 February 2020.
- Jo Ann, Aeberson and Mary, Lee Field. 1997. *From Reader Teacher: Issues and Strategies for Second Language Classroom*. New York: Cambridge University Press.
- Jo, McDonough and Christopher Shaw. 2003. *Materials and Methods in ELT: Second Edition A Teacher's Guide*. Malden: Blackwell Publishing.
- JokoSubagyo. 2006. *Metode Penelitian (Dalam teori dan praktek)*. Jakarta: Rineka Cipta.
- J.Estill Alexander, Leonard G. Breen. Et al., eds., *Teaching Reading*, Canada: Brown and Company, 1979.
- J. Richard Smith. 1980. *Teaching Children to Read*. London: Addison Wesley Publishing Company.
- Kadir, “The Implementation Of Hypnoteaching Method To Increase The Students Concentration In Learning English Of SMP Negeri 2 Batulappa Pinrang”. (Unpublished; A Skripsi of Tarbiyah Faculty of STAIN Parepare), p.77.
- Karen Burke and Barbara Burke-Samide. 2004. *Required Changes in the Classroom Environment: It's a Matter of Design, The Clearing House*.
- Linda Woolhether, 2017. Elements of Reading Programs http://www.ehow.com/list_6530850_elements-reading-programs.html#ixzz14FgLhXj. (online).
- Marjukifarm. 2018. “Makalah Psikologi Tentang Konsentrasi,” Blog Marjukifar. <http://marjukifarms.blogs.co.id/2014/01/makalah-psikologi-tentang-konsentrasi.html>, (online).
- Marzuki, 1983. *Metodologi Riset*, Yogyakarta: Hanindita Offset.

Meaning of “Fluency” In The English Dictionary,
<https://dictionary.cambridge.org/dictionary/english/fluency>, (online).
 (Accessed on 03 October 2018).

Mardalis.2004. *Metode Penelitian; Suatu Pendekatan Proposal*. Cet. 7. Jakarta: Bumi Aksara.

Marzuki. 1983. *Metodologi Riset*. Yogyakarta: Hanindita Offset.

Nasution.2016. *Metode Research Penelitian Ilmiah*. Jakarta: PT Bumi Aksara.

Ott, J. N. 1976. *Influence of Fluorescent Lights on Hyperactivity and Learning Disabilities*. *Journal of Learning Disabilities*.

Perpustakaan Pendidikan Indonesia. 2018. “Konsentrasi Belajar Siswa Yang Signifikan Berdasarkan Kondisi Temperature Dan Pencahayaan Ruang Kelas Di Sekolah Menengah Kejurusan Negeri 5 Bandung” http://a-research.upi.edu/operator/upload/s_tb_055186_bab_ii.pdf, (online).

Rifiani Nur Linasari, “Upaya Peningkatan Konsentrasi Belajar Siswa Kelas IV Melalui Penerapan Teknik Kuis Tim Di SD Negeri Sidomulyo Sleman”, pdf. (A skripsi of Tarbiyah Faculty of Universitas Negeri Yogyakarta, 2015).

Ratna Dwi Ditasari and Achmad Mujab Mansyur, “Relationship Between Crowding With Learning Concentration in Students’ SMP Negeri 6 Semarang by Using Quantitative”. pdf. (A skripsi of Psychology Faculty of Universitas Diponegoro)

Slameto.2010. *Belajar dan Faktor-Faktor Yang Mempengaruhi*. Jakarta: Rineka Cipta.

Siswanto. 2007. *Kesehatan Mental, Konsep, Cakupan dan Perkembangan*. Yogyakarta: Penerbit Andi.

Suharsimi Arikunto. 2000. *Manajemen Penelitian*. Cet. 4. Jakarta: PT. Rineka Cipta.

Sugiyono. 2002. *Statistika Untuk Penelitian*. Cet. 4. Bandung: Alfabeta.

Syofian Siregar. 2015. *Statistik Parametrik Untuk Penelitian Kuantitatif Dilengkapi Dengan Perhitungan Manual dan Aplikasi SPSS Versi 17*. Cet. 3. Jakarta: PT Bumi Aksara.

Slameto. 2010. *Belajar dan Faktor-Faktor Yang Mempengaruhi*. Jakarta: PT. Rineka Cipta.

Sujono Soekanto. 1986. *Pengantar Penelitian Hukum*. Jakarta: UI Press.

Sugiyono. 2013. *Metode Penelitian Kuantitatif, dan Kualitatif, R&D*. Cet. 19 Bandung: CV Alfabeta.

Sukardi. 2004. *Metode Penelitian Pendidikan*. Cet XI; Jakarta: PT Bumi Aksara.

Tanner, K. C. 2008. *Explaining Relationships among Student Outcomes and the School's Physical Environment*. *Journal of Advanced Academics*.

Tim Penyusun. 2013. *Pedoman Penulisan Karya Ilmiah (Makalah dan Skripsi)*, Edisi Revisi, Parepare: STAIN Parepare.

William. Eddie. 1984. *Reading in the classroom*. London, Modern English Publication.

Wilson, Schimed.com.paper.2001 (Accessed on 2 March 2018).





Appendix I . Instrument of Research

	KEMENTRIAN AGAMA INSTUT AGAMA ISLAM NEGERI (IAIN) PAREPARE JURUSAN TARBIYAH DAN ADAB Jl. Amal Bakti No. 8 Soreang 911331 Telepon (0421)21307, Faksimile (0421) 2404
	VALIDASI I INSTRUMEN PENELITIAN PENULISAN SKRIPSI

NAMA MAHASISWA : FLORIA SUKMA BINTI HENDRA
NIM/PRODI : 13.1300.046/ TBI
JURUSAN : TARBIYAH
JUDUL : ANALYZING STUDENTS CONCENTRATION IN
LEARNING READING AT THE FIRST YEAR OF SMK
NEGERI 1 POLEWALI.

Instrumen Penelitian

Dalam Penelitian ini, peneliti akan menggunakan wawancara serta dilengkapi dengan instruksi pada instrumen sebagai berikut:

Instrument

1. Setiap orang mempunyai cara tersendiri dalam berkonsentrasi terhadap pelajaran, dapatkan anda menyebutkan lingkungan apa yang mampu mendukung anda dalam berkonsentrassi?

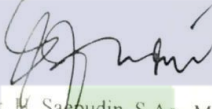
2. Salah satu metode belajar adalah mendengarkan music, apakah anda mempunyai reaksi khusus terhadap suara? Dapatkah anda berkonsentrasi dalam kondisi tersebut atau sebaliknya?
3. Dapatkah anda menjelaskan tentang pengaruh cahaya terhadap konsentrasi anda dalam belajar? jelaskan jenis pencahayaan yang mampu membuat anda lebih terfokus dalam belajar.
4. Siswa pada umumnya memilih tempat yang nyaman untuk belajar dengan mempertimbangkan lokasi, jarak, lingkungan dan suhu. Dapatkah anda menjelaskan pentingnya suhu / cuaca dalam pembelajaran yang dapat membantu anda dalam berkonsentrasi? Suhu seperti apakah yang anda pilih dalam proses belajar anda?.
5. Dapatkah anda menjelaskan posisi yang anda suka dalam belajar? Apakah anda lebih cenderung menggunakan meja, sofa, atau melantai dalam berkonsentrasi dalam belajar? Coba sebutkan dan jelaskan!.
6. Apakah kemampuan anda dalam menerima pelajaran, menganalisis dan menyimpan pelajaran mampu membuat anda berkonsentrasi dalam belajar?
7. Apakah dengan menggunakan media informasi seperti tv, internet, radio, sosmed dan berdiskusi dapat membantu anda berkonsentrasi dalam mempelajari sesuatu atau mengklarifikasi atau mencari informasi terkait matapelajaran anda?
8. Terkadang persoalan pribadi baik disekolah ataupun di rumah dapat membuat seseorang siswa tidak mampu berfikir secara jernih, apakah hal ini tidak mempengaruhi konsentrasi anda? Jika iya, bagaimana cara anda kembali terfokus tanpa menhiraukan kondisi psikis anda

Parepare, 6 Desember 2018

Utama

Dosen
Pembimbing

Pendamping


Dr. M. Saebudin, S.Ag., M.Pd.
NIP: 1972121619990311001

Dr. Abdul Haris Sunubi, S.S.,
M.Pd.
NIP: 197503082006041001



Appendix II

The Recommendation Letter of the research





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE

Alamat : Jl. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 3920 /In.39/PP.00.9/12/2018
Lampiran : -
Hal : Permohonan Rekomendasi Izin Penelitian

Kepada Yth.
Bupati Polewali Mandar
Cq. Ka. Badan Kesatuan Bangsa dan Politik
di
Tempat

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama	: FLORIA SUKMA
Tempat/Tgl. Lahir	: POLMAS, 10 Juli 1994
NIM	: 13.1300.046
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: XI (Sebelas)
Alamat	: MAKKOMBONG TIMUR, DESA INDO MAKKOMBONG, KEC. MATAKALI, KAB. POLMAN

Bermaksud akan mengadakan penelitian di wilayah **KAB. POLEWALI MANDAR** dalam rangka penyusunan skripsi yang berjudul :

"ANALYZING STUDENTS' CONCENTRATION IN LEARNING READING AT THE FIRST YEAR OF MTs MA'ARIF SARAMPU POLEWALI MANDAR"

Pelaksanaan penelitian ini direncanakan pada bulan Januari 2019 sampai selesai. Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

27 Desember 2018



Rektor
Plt. Wakil Rector Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi

Tembusan:
- DPMPTSP Kab. Polewali Mandar



YAYASAN AL-NAHDLAH
MADRASAH TSANAWIYAH MA'ARIF SARAMPU
DESA KUAJANG KEC. BINUANG KAB. POLMAN
PROVINSI SULAWESI BARAT
Alamat: Jl. Mesjid Al-Ma'arif Sarampu

SURAT KETERANGAN

32/MTs/31.03.037/PP.005/01/2019

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Ma'arif Sarampu Kabupaten Polewali Mandar, menerangkan dengan sesungguhnya bahwa:

Yang bertanda tangan di bawah ini:

Nama	: Sri Masytahwati, S.Ag
Nip	: 19710101200501 2 026
Jabatan	: Kepala Madrasah
Nama Madrasah	: MTs Ma'arif Sarampu


Menerangkan dengan sebenarnya bahwa:

Nama	: FLORIA SUKMA
NIM	: 13.1300.046
Semester	: XI (Sebelas)
Tahun Akademik	: 2018/2019
Program Studi	: Pendidikan Bahasa Inggris

Yang bersangkutan telah melaksanakan Penelitian di MTs Ma'arif Sarampu, pada tanggal 10 Januari 2019, dalam rangka melengkapi penyusunan skripsi yang berjudul :

"ANALYZING STUDENTS' CONCENTRATION IN LEARNING READING AT THE FIRST YEAR OF MTs MA'ARIF SARAMPU POLEWALI MANDAR".

Demikian keterangan ini dibuat, untuk diketahui dan dipergunakan sebagaimana mestinya.

10 Januari 2019
Kepala MTs Ma'arif Sarampu


SRI MASYTAHWATI, S.Ag
POLEWALI MANDAR 19710101200501 2 026

APPENDIX III. DOCUMENTASI







CURRICULUM VITAE



FLORIA SUKMA BINTI HENDRA SALANDRA,

The writer was born on JULY 10th, 1994 in Hospital Queen Elizabeth Kota Kinabalu Sabah, Malaysia. She is the first child from six children in her family's. She have five young sister and one young brother. My first sister's name is Hariana Hendra, second is Bibiana Hendra, third is Muhammad Nizam Hendra, fourth is Rismayanti Hendra and the last is Nur Apiqah Hendra. Her father's name is Hendra Salandra and her mother's name is Intan Pabi.

Her educational background, she began her study on 2000 at Tadika Kemas Gentisan, Malaysia, Her elementary school at Sekolah Kebangsaan Unggun Mengatal, Malaysia and graduated on 2007, at the same year she registered of junior high school at Institut Akademi Bakti, Malaysia until 2008 because she move to Indonesia and she continued her study at SMP N 2 Lembang and graduated on 2010/2011, and then she continued her senior high school in SMK N 1 Polewali and her course is Marketing, graduated on 2013. Then she continued her study at English Program Tarbiyah Faculty State Islamic Institute (IAIN) Parepare 2013/2014.

PAREPARE