

INCREASING STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT THROUGH READING GUIDE METHOD

Enni¹ & Dian Riana²

(English Education Department, Tomakaka University, Indonesia)

E-mail: ennisyahar1@gmail.com¹ & Dianriana798@gmail.com²

Abstrak

Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK). PTK merupakan salah satu jenis penelitian yang dilakukan oleh guru di kelas. PTK memiliki empat langkah yaitu perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian ini adalah siswa kelas X TKJ 2 SMK Negeri 1 Mamuju. Indikator tersebut sebesar 85% dengan nilai Kriteria Ketuntasan Minimum (KKM) yaitu 75. Terjadi peningkatan yang signifikan dari nilai siswa, nilai rata-rata di setiap siklus, meskipun siswa mencapai indikator ketuntasan. Hal ini terlihat pada tes diagnostik dimana tidak ada satu siswa yang mencapai nilai KKM dan nilai rata-rata hanya 59. Pada siklus I menunjukkan 15 siswa mencapai nilai KKM 42% dengan nilai rata-rata 67, pada siklus II 20 siswa dengan persentase 47% rerata skor 72 dan siklus III adalah 31 dalam persentase 86% dengan rerata 78 yang telah mencapai skor KKM. Berdasarkan indikator ketuntasan penelitian dikatakan tuntas apabila siswa mencapai nilai KKM dengan persentase 85%, terlihat pada siklus III terdapat 86% siswa yang mencapai nilai KKM. Artinya penelitian dengan menggunakan metode Reading Guide dapat meningkatkan pemahaman membaca teks deskriptif siswa kelas X SMK Negeri 1 Mamuju.

Kata Kunci: Metode, Membaca, Teks Deskriptif

Abstract

The method used in this research is classroom action research (CAR). CAR is one of the kind research that is done by the teacher in the class. CAR has four step. Those are planning, action, observation, and reflection. The subject of the research is the tenth grade X TKJ 2 of SMK Negeri 1 Mamuju. The indicator was 85% by the Minimum Completeness Criterion (MCC) score which are 75. There is significant improvement of students' score, mean score in each cycle, although the students reach of the indicator of the completeness. It shows in the diagnostic test where no one students reached the MCC score and the mean score just 59. In the first cycle showed 15 students reached the MCC score in 42% with 67 mean score, in the second cycle 20 students in 47% percentage with 72 mean score and the third cycle were 31 in 86% percentage with 78 mean who has reached MCC score. Based on the indicator of completeness the research is complete when the students reached MCC score in 85% percentage, it can be looked in the third cycle that there were 86% the students reached MCC score. It is mean that the research by using Reading Guide method increases students' reading comprehension in descriptive text at the tenth grade of SMK Negeri 1 Mamuju is success.

Keywords: Reading Guide Method, Reading, Descriptive Text

Background

Related to the problems in teaching English, Indonesia introduces English since in elementary school as a local content, to give English to the children as early as possible in order to prepare them in covering the globalization era. English becomes a compulsory subject in Junior High School, Senior High School and University.

Reading, one of language skills, should be mastered well by the students because reading is an essential factor that influences one's activity in communication. Reading is regarded as a decoding skill that is interpreting codes into ideas.

The students have to have good ability in reading because representing important something that in adding its knowledge. In relation to teaching learning of English at school, Mikulecky and Jeffries in Yunitasari (2015) stated that reading is one important way which can improve the students' general language skills in study English.

The researcher found that some schools still most the students have a difficulty in comprehending a text. Many the students which still low is comprehending of meaning in reading, especially in the case of reading comprehension. They are just reading but unable to comprehend content of reading text. Moreover, many the teachers also do not use an appropriate technique to help the students comprehend a text properly.

This condition also happened in the tenth grade students of SMK Negeri 1 Mamuju in reading English texts in this case the researcher used descriptive text is influenced by several issues. The students' reading ability is still low. Pursuant from observation in the class, the students are found difficulties in determining fundamental idea of reading text, difficulty make kernel of reading text either through article and oral.

Therefore, to overcome the the condition to require there are repair steps in execution of study process. So that efficacy in course of learning to teach to earn form. To reach efficacy in course of learning to teach, many matter which need to conduct. One of them is ability of the teacher in making preparation and lesson plan, choose and use correct strategy and method.

As for strategy learn to read which is assumed have relevant to increase the students' reading skill and overcomes the problems. In

relation to the background above, the researcher is interested in conducting research increase the reading comprehension skill by reading guide method at the tenth grade students of SMK Negeri 1 Mamuju.

Suhatman (2013) explains that *“reading guide method focussed attention of students so that concentration can be easy and full of comprehend lesson have given by teacher”*

The researcher assumes that reading guide method will be able to increase the students reading comprehension. The researcher thinks that through reading guide method, the students will be enjoy the learning process and easier to understand about reading comprehension materials.

Method Of Research

The research has conducted at the tenth grade students of SMK Negeri 1 Mamuju which is located at Jl. Baharuddin Lopa No. 2 Regency of Mamuju, Mamuju district West Celebes Province. It is one of favorite school Vocational in Mamuju because in SMK Negeri 1 Mamuju there are many vocational that are accounting (AK), Computer and Network Technique (TKJ), Electro, TPHP, AP, etc.

Research Design

In this research, the researcher use in this research was Classroom Action Research (CAR). This research focusses on the attempt to increase students' English reading comprehension skill the students at the tenth grade TKJ 2 of SMK Negeri 1 Mamuju by Reading Guide method.

According to Kemmis and Mc Taggart in Sukardi (2013) *they stated that “Classroom Action Research is the way group of people or someone in organizing a condition where they can learn about their experience and make their experience accessible by other person”*.

Research Variables

Dependent variable of this research is Reading Comprehension, is a process to recognize the text and remember any information in the text and the text used in this research is descriptive text. Descriptive text is how to describe or tell something and that is not only about person, place, or thing but besides that the purposes of descriptive text is also how to describe the feelings, perception, information, and even our experience.

Independent variable of this research is Reading Guide method. Reading Guide method is method which guide the students to read provided by guidance are the teacher as according to items to be taught with time which have been determined, on the other side the teacher also will give questions which is studying in around items which have been read by the students.

Population And Sample

The population of this research is the entire students at the tenth grade TKJ 2 of SMK Negeri 1 Mamuju. The number of the students is 36 students which it consist of male 22 and 14 female.

Instrument

The research instrument used to determine students' reading ability, namely observation sheet and test. Observations were conducted to obtain information about students' reading ability at the tenth grade of SMK Negeri 1 Mamuju.

Test is an instrument used by the researcher to measure students' reading ability. The tests administered three times at the first cycle, the second cycle and the third cycle.

Procedure

The pprocedure to ccollect the research data by employing (a) Preliminary Study, In preliminary study, it has done through observation by the researcher. Beside that the researcher also gave a diagnostic test to get prime data of students' related to reading comprehension in descriptive text. (b) Implementation of Classroom Action Research (CAR).

Technique of Data Analysis

In qualitative data was taken from the result of observation and reflection of each cycle of this research. Students' problem and condition in learning process through Reading Guide method. The things are noted in qualitative data was students' attention, students' activities and class condition. Quantitative data was analyzed using descriptive statistics is to find the average.

Finding and Discussion

Qualitative Data

a. The First Cycle

In this cycle, while they introduced them self when the teacher mentioned the name, In this meeting, the planning and acting step of Classroom Action Research (CAR) executed based on the procedure of the research has planned. The researcher also implemented item to item of the all steps of Reading Guide method consistently from the opening until the process of teaching learning end. Meanwhile, the other steps of classroom action research that need more specific explanation because the process of it occurs based on the class and students' condition which relative un-constantly are, as following :

1) Observing

The observing conducted based on checklist observation sheet has made which focused on students' attention in learning, students' activities, and the condition of the class in teaching descriptive text during the process of teaching is run. In learning process, the students pay attention to the researcher, while the teacher asked question, the students gave feedback, they were do not showed enthusiastic, most of them did not prepared the completeness of learning well as handbook and dictionary. The students did not focused on learning, they did not pay attention and listened to the researcher explanations.

They chatted/talked with friends during the learning process. They made a fussy/noisy and done another job when the researcher explained the material. They did not showed enthusiastic to asked questions and gave an opinion or answered the researcher questions according to learning material. They were started discuss with the researcher and they always out in the classroom during the learning process.

2) Reflecting

In the reflecting step, the researcher analyzed the result of observation during process of teaching learning run by implementing Reading Guide method, and then made a reflection based on it to increase the students reading comprehension in descriptive text by implemented that method.

Based on the data of observation, the students did not focused on learning, they did not pay attention and listened to the researcher explanations. The result test of the first cycle showed just there were 21 students who were unsuccessful to get MCC score (58%) while 15 students who has reached MCC score (42%). It means that the data did not reach the indicator

of completeness that was 85% of students' percentage. Therefore, the researcher decided that the research continued in the second cycle.

To complete the weakness of the first cycle to the next cycle as follows: a) Distributed more the material descriptive text about people. b) Explained more about the generic structure and purpose of reading. c) Gave more guiding questions. d) Added motivation to the students.

b. The Second Cycle

In this cycle, the planning and acting step of classroom action research executed based on the procedure of the research has planned. The researcher also implemented item to item of the all steps of Reading Guide method consistently from the opening until the process of teaching learning end. Meanwhile, the other steps of classroom action research that need more specific explanation because the process of it occurs based on the class and students' condition which relative un-constantly are, as following :

1) Observing

The observing conducted based on checklist observation sheet has made which focused on students' attention in learning, students' activities, and the condition of the class in teaching descriptive text during the process of teaching is run. The result of observation sheet at the second cycle showed that, the students were started a bit of discipline, they attended to the class and only two or three the students coming late into the classroom, they were greeting and pray before begin the learning.

In learning process, the students were started to focus pay attention to the researcher, and gave feedback when the teacher asked question. They were showed enthusiastic, most of them prepared the completeness of learning and looked enjoy and interest following class because they were do not out in the classroom during the learning process. They pay attention and listened the researcher explanations although they still chatted/talked with friends during the researcher were explained the material.

2) Reflecting

In the reflecting step, the researcher analyzed the result of observation during process of teaching learning run by implementing Reading Guide method, and then made a reflection based on it to increase the students reading comprehension in descriptive

text by implemented that method.

Based on the data of observation, there were some improvements of students' discipline, they were focussed where the students become polite to the teacher, they were showed enthusiastic, most of them prepared the completeness of learning and looked enjoy and interest following class although the condition in the classroom were do not conducive. The result test of the second cycle concluded there were 16 students who did not get MCC score (38%) while 20 students who has reached MCC score (47%). Actually, the data showed that the score of the students who has reached MCC score more than the students who has not reached MCC, it did not include in the success category because the indicator of success when 85% the students got > 75 . So that, the researcher decided to continue the research until third cycle.

c. The Third Cycle

In this cycle, the planning and acting step of classroom action research executed based on the procedure of the research has planned. The researcher also implemented item to item of the all steps of Reading Guide method consistently from the opening until the process of teaching learning end. Meanwhile, the other steps of classroom action research that need more specific explanation because the process of it occurs based on the class and students' condition which relative un-constantly are, as following :

1) Observing

The observing conducted based on checklist observation sheet has made which focused on students' attention in learning, students' activities, and the condition of the class in teaching descriptive text during the process of teaching is run.

The result of observation sheet at the third cycle showed that, the students were discipline, they attended to the class and they did not coming late into the classroom, they were prepared their self before the learning was begun.

In learning process, the students followed the learning process with seriously and they were focused pay attention to the researcher, and gave feedback when the teacher asked questions. The condition of the classroom were conducive. They were enthusiastic, most of them looked enjoy and interest following class. They were do not out in the classroom during the learning process. They were spirit in

learning process, they were discussed actively, they enthusiastic to asked questions and gave an opinion or answered the researcher question according to learning material.

2) Reflecting

In the reflecting step, the researcher analyzed the result of observation during process of teaching learning run by implementing Reading Guide method, and the made a reflection based on it to increase the students reading comprehension in descriptive text by implemented that method.

Based on the data of students' attention in learning, students' activities, and the condition of the class in teaching descriptive text during the process of teaching in the third cycle, it was significant improvement. The students discipline, preparation, and learning environment was excellent, they reached every indicator. Although, in their activeness was still less in the students giving opinion because just some the students capable to speak and deliver their opinion about the lesson.

Based on the data, it showed of increasing students' score about reading comprehension in descriptive text in the third cycle the researcher concluded there were 5 students who did not get MCC score (14%) while 31 students who has reached MCC score (86 %). The data showed that the score of the students who has reached MCC score more than the students who has not reached MCC. It has included in the success category because the indicator of success when 85% students got > 75. It means the research was success because it has 86% by the indicator that has been decided.

Related to the result found, the researcher regards that implementing Reading Guide method in the research was success to increase the students reading comprehension in descriptive text.

Quantitative Data

a. The Diagnostic Test

Based on students' score in the diagnostic test before the implementation of Reading Guide method to increase students' reading comprehension in descriptive text at the tenth grade of SMK Negeri 1 Mamuju. It can be seen by the table below :

Table 1.1
Category of Student Score in the in the Diagnostic Test

No	Classification	Score Interval	F	Percentage
1.	Excellent	9.1 - 10	0	0
2.	Very good	8.1 - 9.0	0	0
3.	Good	7.1 - 8.0	7	19%
4.	Fairly good	6.1 - 7.0	9	25%
5.	Fair	5.1 - 6.0	11	31%
6.	Poor	4.1 - 5.0	6	17%
7.	Very poor	0 - 4.0	3	8%
Total			36	100 %
Average score = 59				

Based on the table above, it showed students' score about reading comprehension in descriptive text in the diagnostic test, there was 3 students got very poor category with percentage 8%, 6 students got poor category with percentage 17%, 11 students got fair category with percentage 31%, 9 students got fairly good category with percentage 25% and 7 students got good category with percentage 19%. However, no one of students got very good category and excellent category. In this phase the mean score of the students was 59.

Table 1.2
The Rate Percentage of Score in the Diagnostic Test

No.	P (%)	MCC (72)	Frequency (F)	Percentage (%)	Remarks (MCC)
1.	85%	(-75)	7	19%	Success
2.		(<75)	29	81%	Unsuccess

Based on the data, the researcher concluded that students' reading comprehension in descriptive text there were 29 students who were unsuccess to get MCC score (81%) while 7 students who has reached MCC score (19%). It means that the data did not reach the indicator of completeness that was 85% of students' percentage.

Therefore, the researcher decided to continue the research by using Reading Guide method to increase students' reading comprehension in descriptive text at the tenth grade of SMK Negeri 1 Mamuju in every cycle.

b. The Result of the First Cycle

Table 1.3
Category of Student Score in the First Cycle

No	Classification	Score Interval	Frequency	Percentage
1.	Excellent	9.1 - 10	0	0
2.	Very good	8.1 - 9.0	5	14 %
3.	Good	7.1 - 8.0	10	28%
4.	Fairly good	6.1 - 7.0	12	33 %
5.	Fair	5.1 - 6.0	5	14 %
6.	Poor	4.1 - 5.0	4	11%
7.	Very poor	9 - 4.0	0	0
Total			36	100%
Average score = 67				

Based on the table above, it showed students' score about reading comprehension in descriptive text in the first cycle, there was 4 students got poor category with percentage 11%, 5 students got fair category with percentage 14%, 12 students got fairly good category with percentage 33%, 10 students got good category with percentage 28% and 5 students got very good category with percentage 14%. However, no one of students got excellent category, in this phase the mean score of the students was 67.

Table 1.4
The Rate Percentage of Score in the First Cycle

No	P (%)	MCC (72)	Frequency (F)	Percentage (%)	Remarks
1.	85%	(-75)	15	42 %	Success
2.		(<75)	21	58 %	Unsuccess

Based on the data above, the researcher concluded there were 21 students who were unsuccessful to get MCC score (58%) while 15 students who has reached MCC score (42%). It means that the data did not reach the indicator of completeness that was 85% of students' percentage. Therefore, the researcher decided that the research continued in the second cycle.

c. The Result of Second Cycle

Table 1.5
Category of Student Score in the Second Cycle

No	Classification	Score Interval	Frequency	Percentage
1.	Excellent	9.1 - 10	1	3 %
2.	Very good	8.1 - 9.0	6	17 %
3.	Good	7.1 - 8.0	13	36 %
4.	Fairly good	6.1 - 7.0	10	28%
5.	Fair	5.1 - 6.0	6	8 %
6.	Poor	4.1 - 5.0	0	0 %
7.	Very poor	0 - 4.0	0	0 %
Total			36	100 %
Average score = 72				

Based on the table above, it showed students' score about reading comprehension in descriptive text at the second cycle, there was 6 students got fair category with percentage 17%, 10 students got fairly good category with percentage 28%, 13 students got good category with percentage 36%, and 6 students got very good category with percentage 14% and 1 students got excellent category with percentage 3%. However, only one of students got excellent category, in this phase the mean score of the students was 72.

Table 1.6
The Rate Percentage of Score in the Second Cycle

No	P (%)	MCC (72)	Frequency (F)	Percentage (%)	Remarks
1.	85%	(-75)	20	47 %	Success
2.		(<75)	16	38 %	Unsuccess

Based on the data above, the researcher concluded there were 16 students who did not get MCC score (38%) while 20 students who has reached MCC score (47%). Actually, the data showed that the score of the students who has reached MCC score more than the students who has not reached MCC, it did not include in the success category because the indicator of success when 85% the students got > 75. So that, the researcher decided to continue the research until third cycle.

d. The Result of Third Cycle

Table 1.7
Category of Student Score in the Third Cycle

No	Classification	Score Interval	Frequency	Percentage
1.	Excellent	9.1 - 10	3	8 %
2.	Very good	8.1 - 9.0	9	25 %
3.	Good	7.1 - 8.0	19	53%
4.	Fairly good	6.1 - 7.0	5	14 %
5.	Fair	5.1 - 6.0	0	0
6.	Poor	4.1 - 5.0	0	0
7.	Very poor	0 - 4.0	0	0
Total			36	100%
Average score = 78				

Based on the table above, it showed of increasing students' score about reading comprehension in descriptive text in the third cycle, there was 5 students got fairly good category with percentage 14%, 19 students got good category with percentage 53%, 9 students got very good category with percentage 25% and 3 students got excellent category with percentage 8%. However, no one of students got very poor category, poor category and fair category. In this phase the mean score of the students was 78.

Table 1.8
The Rate Percentage of Score in Third Cycle

No	P (%)	MCC (72)	Frequency (F)	Percentage (%)	Remarks
1.	85%	(-75)	31	86%	Success
2.		(<75)	5	14%	Unsuccess

Based on the data above, it showed of increasing students' score about reading comprehension in descriptive text in the third cycle the researcher concluded there were 5 students who did not get MCC score (14%) while 31 students who has reached MCC score (86 %). The data showed that the score of the students who has reached MCC score more than the students who has not reached MCC. It has included in the success category because the indicator of success when 85% students got > 75. It means the research was success because it has 86% by the indicator that has been decided.

Suhatman (2013) explains that "reading guide method focussed attention of the students so that concentration can be easy and full of comprehend lesson have given by teacher".

More and more concentration strength, more and more effective that learning process. With concentrate and understand of learning by the students hence achievement learn will mount, especially in reading. According to Suhatman (2013), there are some benefits of learning method, as follows :

- Improve students' motivation and interesting in learning.
- Make learning activity more be conducive.
- Help to simple and complete in learning a language.
- Explain a new concept so the students can comprehend without difficulty and misunderstanding in learning.
- Improve the quality of English learning.
- Make interesting and interactive in learning process.

Related to the statement in implementation of Reading Guide as learning method finding, namely :

a. The Preparation the Students

Students' preparation in learning process was good, it looked where the students prepared book, stationary, media, although they have textbook.

b. Students' Discipline

During learning process, students' discipline was excellent. They entered the class on time, greeting, polite to teacher.

c. Students' Activeness

It was good, where the students followed the lesson until end, focussed in learning process interacted with the method, and then students asked some questions about the lesson, although there was some the students only gave opinion of the lesson.

d. The Students Anxiety and Learning Environment

It was excellent, student was focus, interested, followed the instruction by the teacher well, and the students began fast to accept the lesson material. It also looked by their score that has increased in each cycle

Based on the explanation above the researcher concluded that the research by using Reading Guide method to increase students'

reading comprehension in descriptive text at the tenth grade of SMK Negeri 1 Mamuju was success. The improvement could be seen in every score that the students got in each cycle, the students were interested with the media and very enthusiastic, focus, seriousness, fun, and enjoyable in the learning process

Conclusion

Based on the data analysis and discussion in the previous chapter, the researcher got the result of data analysis and concluded that the use of Reading Guide method increases students' reading comprehension in descriptive text at the tenth grade of SMK Negeri 1 Mamuju. The atmosphere in implementation Reading Guide method made the students more focus and concentration in learning process. In the implementation of the method, the students interested to learn, they were fun and active in using the method. They were got excellent score and to assist easier the students focused in comprehending a direct material and they achievement learn mount.

In other word, there is significant improvement of students' score, mean score in each cycle, although the students reach of the indicator of the completeness. It shows in the diagnostic test where no one students reached the MCC score and the mean score just 59. In the first cycle showed 15 students reached the MCC score in 42% with 67 mean score, in the second cycle 20 students in 47% percentage with 72 mean score and the third cycle were 31 in 86% percentage with 78 mean who has reached MCC score.

Based on the indicator of completeness the research is complete when the students reached MCC score in 85% percentage, it can be looked in the third cycle that there were 86% the students reached MCC score. It is mean that the research by using Reading Guide method increases students' reading comprehension in descriptive text at the tenth grade of SMK Negeri 1 Mamuju is success

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Profil Penulis

The researcher, Enni was born on October 30th, 1984 in Tapalang. She has three boys namely Brain Al Fikri, Faiz Al Haq, Abid Al Faruq and a husband Syaharuddin. She owns three sisters, they are Sridiana, Megawati, and Diana Fitri. She was born from best couple Hadimin Wena (Almarhum) and Siti Bia.

She began her study at SDN 1 Tapalang in 1991 and finished in 1997. In the same year, she continued her study at

SLTPN 2 Tapalang and in 2000 she continued her study at the SMU Negeri 6 Makassar and finished in 2003.

In 2005, she continued her study at English department of University Cokrominoto Palopo. In 2009, she successful to get her degree (S.Pd). in 2013, she was admitted as a student of English Education Study Program of Postgraduate Program at State University of Makassar. Now, she works as a lecturer in English Education Department at Tomakaka University of Mamuju, West Sulawesi.