

Analysis of Student Difficulties in Determining the Main Idea and Supporting Ideas of Paragraphs

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Abstract

This research was motivated by a problem about the learning difficulties of grade IV students of Summersari III Elementary School Malang, Indonesia in determining the main ideas and supporting ideas of paragraphs. This study aims to understand the process of student learning difficulties in identifying the main ideas and supporting ideas of a paragraph and find out the factors that cause students' learning difficulties. The research approach used is a qualitative approach. While the method used is a descriptive research method. The sample in this study was 26 grade IV students of Summersari III Elementary School Malang, Indonesia. Data in this study was collected through interviews, documentation, and observations related to the research problem studied. Interviews were conducted with four students and homeroom teachers of grade IV. The results of the analysis show that students have good abilities in determining the main sentence, but most students still have low abilities in the main idea, supporting ideas, and type of paragraph. Internal factors that causes students learning difficulties are low interest in reading, low learning motivation, limited reading ability, lack of confidence, and dislike of Indonesian subject. External factors that causes students learning difficulties are family environment factors and classroom management. It is hoped that these difficulties can be overcome by using appropriate and supportive learning strategies, and students' understanding of the structure and content of Indonesian text can be improved.

Keywords: Student Difficulty, Main Idea, Paragraph

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Introduction

Learning difficulties refer to the hurdles or obstacles that individuals face in attaining knowledge or skills. Learning difficulties are conditions in learning when there are obstacles in obtaining learning outcomes (Cahyono, 2019). Students experience obstacles in receiving lessons from teachers (Nurhaliza et al., 2019). These difficulties can manifest in a variety of ways, such as difficulty completing tasks, difficulty in reading, writing, spelling, reasoning, or remembering information (Firdous et al., 2019). It is very important to pay special attention to children who face learning difficulties because they are the future human resources of the nation (Norman et al., 2021). One of the learning difficulties faced by students is the difficulty in determining the main idea of a paragraph.

The main idea material is one of the materials studied in subjects Indonesian elementary school. The main idea is the essence of a reading or paragraph to find out the point or essence of the reading (Oktafiani & Irawan, 2021). While supporting ideas are sentences in paragraphs that contain explanations of the main topic discussed. A paragraph consists of a series of sentences that support one main idea (Lo et al., 2013). The main idea can be found at the beginning, middle, or end of a paragraph and sometimes throughout a paragraph (Nasution, 2020). The main idea material will be learned by students again at the next level and become an important skill in life.

Students must read the reading first in order to find the main idea. The main idea is obtained through the main sentence and the developer's idea is in the supporting sentence (Irwan et al., 2021). The reader should take several steps to determine the main idea, including reading the passage carefully and understanding its content; formulate questions in the mind related to "what is this paragraph about?"; write down the main idea based on the conclusions that have been thought out; Pay attention to keywords to find key concepts (Hasana & Mukhlishina, 2020). Finding key ideas in Indonesian learning can be a challenging task for students. In this case students have difficulty in identifying key concepts and overarching themes in the text being read.

Based on the results of interviews with the homeroom teachers of grade IV students of Summersari III State Elementary School Malang City, it shows that grade IV students have difficulty identifying the main idea of a paragraph. Low interest in reading students make students unable to identify the main idea of the paragraph. This is in line with the results of observations and interviews that have been carried out by Hasana and Mukhlishina (2020) in the homeroom teacher of grade III of Al-Falah Islamic Elementary School, which shows that the ability to determine the main ideas of grade III students of Al-Falah Islamic Elementary School is categorized as low. The inability to determine the main idea can hinder students' understanding and critical thinking skills, because the ability to determine the main idea is essential to summarize and analyze information effectively.

Previous research relevant to this study was conducted by Shansabilah and colleagues (2023) entitled "Analysis of the Difficulty of Class V Students in Determining a Paragraph Main Idea in Subject Indonesian". The relevance of this research is the object of research, learning difficulties. Based on the results of the study shows that there are still many students who have low ability in finding the main idea. Further, research by Nurhaliza and colleagues (2019) entitled "Analysis of Student Difficulties in Determining the Main Idea of a Paragraph in Class V Indonesian Lesson SDN Pondok Jagung 01 Serpong Utara" reveals internal factors that cause students to have difficulty in determining the main idea of a paragraph

including psychological and motivational factors. External factors that cause students learning difficulties are inadequate classroom conditions, as well as monotonous teaching methods and strategies by teachers.

This study aims to understand the process of student learning difficulties in identifying the main ideas and supporting ideas of a paragraph, see the results of the analysis of student learning difficulties in identifying the main ideas and supporting ideas of paragraphs, and find out the factors that cause student learning difficulties in determining the main ideas and supporting ideas of a paragraph.

Method

The research method used in this study is qualitative descriptive. The implementation of in-depth research requires qualitative research (Gungor et al., 2023). Qualitative research can be interpreted as studies that use natural language data to understand variations in individual experiences and their meanings (Sevilla-liu, 2023).

Data in this study was collected through interviews, documentation, and observations related to the research problem studied. Data in descriptive qualitative research is analyzed through three stages, those are data reduction, data presentation, and conclusion drawing (Fithriyana, 2020). The sample in this study was 26 grade IV students of Sumbersari III State Elementary School Malang City. The interview sampling technique uses the technique purposive sampling, which is the technique of deciding on samples with certain considerations (Shintya et al., 2021). Interviews were conducted on four grade IV students and homeroom teacher of grade IV.

The research was conducted from October 12 to November 21, 2023. The research procedure includes the pre-field stage, the fieldwork stage, and the data analysis stage. This study used two data, primary and secondary data. Primary data are obtained internally, such as through direct observation, and so on (Siregar et al., 2022). The primary data in this study were obtained through observation, documentation, and interviews with grade IV students and grade IV teachers of Sumbersari III State Elementary School Malang City. Meanwhile, secondary data are obtained through references related to the variables studied.

Results and Discussion

Based on the findings of the study, researchers discussed the difficulties of students in determining the main ideas and supporting ideas more deeply, as well as the factors that cause student difficulties.

Students' Difficulties in Determining Main Ideas and Supporting Ideas

The results of the study were based on tests determining the main idea and supporting material—including the main sentence, paragraph type, and supporting ideas—which was carried out on grade IV students of Sumbersari III State Elementary School. Researchers gave seven questions to students, including six multiple-choice questions and one description question related to determining the main idea, determining the main sentence, determining the type of paragraph, and supporting ideas. Questions were given to 26 grade IV students. After the test was carried out, researchers found that the ability of grade IV students at Sumbersari III State Elementary School in finding the main idea was still low. This is

evidenced by the results obtained by the average percentage of students' ability to determine the main idea is only 36.5% or nine out of 26 students. In line with the results of observations and interviews by Tiyas and colleagues (2023) in grade IVA students of Sendangmulyo 02 State Elementary School Semarang, which shows that students' ability to distinguish between the main idea and the main sentence is still low. So does what is done by Najiyah et al. (2019) which shows that grade IV students at Polehan 4 State Elementary School Malang often experience confusion in identifying the main idea and main sentence.

Based on the results of the tests that have been conducted, in the first, fifth, and sixth questions related to the main idea, there are 12, one, and 10 out of 26 students who can answer correctly. While on the description questions related to the main idea, there were 15 out of 26 students who could answer correctly. So if presented, there are more than half of students who still have difficulty in finding the main idea. Furthermore, in the question related to determining the type of paragraph, 15 out of 26 or 58% of students can answer correctly the type of paragraph contained in the reading. While on questions related to determining the main sentence, 23 out of 26 students can answer correctly, or if the percentage is 88%. On the question related to determining supporting ideas, only 8 out of 26 students could answer correctly, or 30%. From the test results, the highest score was 71.4 and the lowest score was zero.

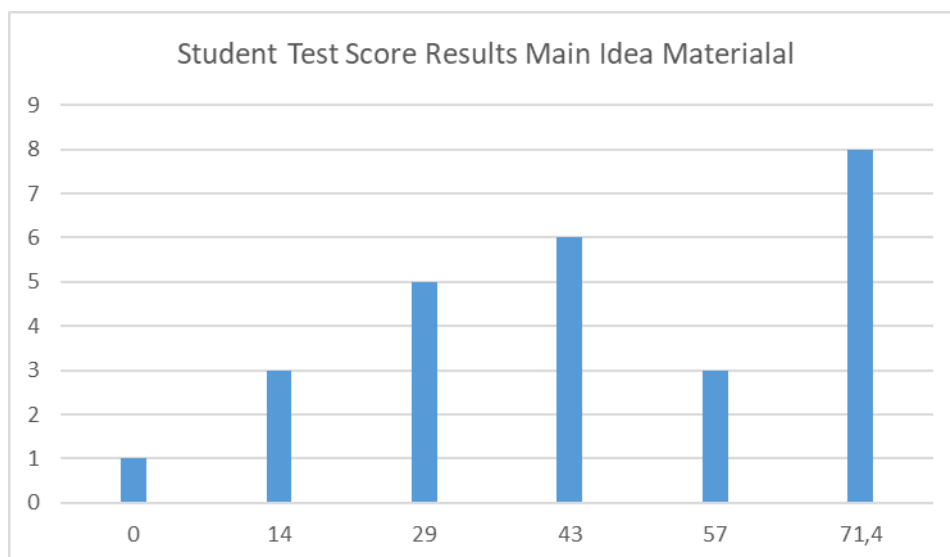


Figure 1: Student Test Score Results Main Idea Material

The average result of the students' test score is 44. This proves that students' ability to determine the main idea is still not good. The results of the analysis can be concluded that students have good abilities in determining the main sentence, but most students still have low abilities in determining the main idea and supporting ideas, and determining the type of paragraph. Interviews were conducted on four grade IV students and homeroom IV students to explore the factors that cause students' difficulties in learning the main idea material. Four of the 26 students were interviewed about their learning difficulties.

Factors Influencing Students' Difficulty in Determining Main and Supporting Ideas

Based on the results of interviews conducted on homeroom teachers and grade IV students of Summersari III State Elementary School showed that there are several factors causing students' learning difficulties in determining the main ideas and supporting ideas of

paragraph. These factors include internal factors and external factors. Internal factors refer to circumstances arising from within the student himself, while external factors include things or situations that come from outside the student.

Internal factors that cause student difficulties are that students have low interest in reading, so they tend to be lazy in reading. Low student enthusiasm in reading can be influenced by several factors, namely internal factors such as intelligence, age, gender, literacy skills, attitudes, and psychological needs, as well as external factors such as subject matter, level of complexity in the text, and material format which can also affect student reading motivation (Ningrum et al., 2023). Lack of interest in reading can make it difficult for students to understand the main and supporting ideas in the text, so students cannot understand the reading well. In line with research conducted by Nurhaliza and colleagues (2019) revealed that the difficulty of grade 5 students of Pondok Jagung 01 State Elementary School in determining the main idea was due to lack of interest in reading, resulting in an inability to understand the content and extract the main idea. Research conducted by Marlina et al., (2021) shows the factors that cause the difficulty of Grade IV students of 49 State Elementary School Banda Aceh in determining the main sentence are low interest in reading and learning motivation. This is in line with the research conducted Rahmadhani and Masfiah (2023) which shows that there is an influence of learning motivation on learning outcomes, which is 30.5%.

Based on the results of interviews with students, it was also found that there were still students who were not fluent in reading. The inability to read fluently can also be a major obstacle. Students who do not have good reading skills will have difficulty decoding texts, identifying important information, and understanding the relationship between main and supporting ideas. Research conducted by Safitri (2022) shows that one of the factors causing difficulty in finding the main idea is the factor of not being able to read well (dyslexia), which affects the brain's information processing (Safitri et al., 2022).

The next factor that causes student difficulties is that students have low self-confidence. Low self-confidence can prevent students from actively participating in Indonesian learning. Fear of making mistakes or inability to determine the main idea can affect students' ability to analyze the text effectively. This is in line with research conducted by Akbari & Sahibzada (2020) which explains that the level of self-confidence has a significant impact on the learning process of students, including their participation, achievement of goals, interest in the subject, level of anxiety, comfort with teachers and classmates, and sharing opinions in class. Research results by Septiani & Purwanto (2020) It also shows that there is a positive relationship between self-confidence and student learning outcomes.

Another internal factor that makes it difficult for students to determine the main idea and related material is that students do not like Indonesian subject. Students assume that Indonesian subject is a difficult subject. Lack of interest or disinterest in Indonesian subject can reduce the motivation of students to strive to understand the text fully. This can have an impact on students' level of attention and mental investment in learning the structure and content of the text. This is in harmony with what was revealed by Oktafiani and Irawan (2021), that the factor causing students' learning difficulties in paragraph material is psychological factors, spesigically their low interest or willingness to learn Indonesian. Students who have learning difficulties will Indonesian have difficulty understanding content related to the subject.

The results of interviews with grade IV homeroom teachers of Summersari III State Elementary School showed external factors behind students' difficulties is the family environment. Parents pay little attention to the development of the student's educational process. The educational process of a person is influenced not only by factors in school, but also by the family environment. Support from family is very important in supporting the learning process of students. There are several factors that contribute to low academic achievement, including the surrounding environment, peers, school, psychological disorders, and family problems (Al-Qadri et al., 2021). This is in line with research conducted by Oktafiani and Irawan (2021) which shows that external factors that affect students' difficulties in learning are environmental factors. Arumsari (2021) It also reveals external factors that influence is the family environment, especially the role of parents who have low concern for the development of their children. Recognition of students' academic achievement also plays an important role in increasing their confidence in identifying key ideas and supporting details.

Based on the results of observations and interviews, another external factor that causes students' difficulties in determining the main idea is suboptimal classroom management, specifically the placement of inappropriate student seats. Students who have low ability in learning are placed near students who also have low ability. Research conducted by Mansur et al. (2023), stating that the placement of student seating is not appropriate in grade V 45 State Elementary School Ternate is one of the causes of students' learning difficulties in determining the main idea. Therefore, it is important to note that classroom management must be adjusted to consider many things related to the learning process.

Conclusion

Learning difficulties faced by students include difficulties in determining the main idea, supporting ideas, and paragraph types. Overall, the ability of grade IV students of Summersari III State Elementary School Malang City to determine the main idea, supporting ideas, and paragraph types is still relatively low. The difficulties students face in determining the main idea and supporting ideas in Indonesian texts can be influenced by internal factors and external factors. Internal factors, namely low interest in reading, low learning motivation, limited reading ability, lack of confidence, and dislike of Indonesian subject. The external factors that cause student difficulties in learning are family environment factors and classroom management management. By using appropriate and supportive learning strategies, it is hoped that these difficulties can be overcome, and students' understanding of the structure and content of Indonesian text can be improved.

Recommendations

Based on the conclusion above the researcher would like to offer some recommendations to be considered by primary teachers, students, and for the next researchers.

1. For primary teacher

Teachers can organize fun learning activities to increase student motivation and use a variety of learning media, so that students' understanding of the structure and content of Indonesian texts can be improved. Teachers are also expected to be able to manage classes in a balanced manner.

2. For the students

The results of this study are expected to increase student motivation in learning, so as to improve the ability to understand the structure and content of Indonesian text.

3. For next researcher

The researcher aims for this study's findings to serve as a valuable reference for future researchers interested in the Indonesian language and those seeking to explore the about the student difficulties in learning main idea of paragraph.

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