



Analysis of Students' Difficulties in Determining Main Idea in Reading Text in Grade V

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ABSTRACT

This research is motivated by students' problems when learning to determine the main idea. The aim of this research is to find out the problems experienced by students in learning to determine the main idea in a text. The type of research used in this research is a case study. This research uses a qualitative approach with the type of case study research chosen using a purposive sampling technique. This research was conducted on class V teachers and class V students at SD N 20 Paninjauan. The instrument of this research is the researcher himself. Data collection in this research is interviews and documentation, the data and information that has been obtained is then analyzed using the Milles and Huberman model. The results of the research, this research shows that the implementation of class V Indonesian language content learning with the material of determining the main idea only uses the lecture method and in implementing the learning the media is not used enough to support the learning process, and the students' ability to read quickly is very low. And when reading texts that are too long, students do not understand the vocabulary in the text.

Keywords: *Main Ideas, Reading Text, Student Difficulties*

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INTRODUCTION

Research is a very important thing for a nation, where education reflects the personality and culture of the nation itself, because whether a nation develops or not depends on how education is in that nation. Education will shape and change human behavior, both personally and in society, for the better. In other words, education is the main foundation for the formation of a good society in a nation. (Arikunto, 2010) regarding the national education system explains that national education is education based on Pancasila and the 1945 Constitution of the National Republic which is rooted in religious values, Indonesian national culture and responsive to the demands of changing times. (Muhardi, 2004)

Education carried out in the right way can provide added value to a community. Through the education process a person becomes a human being who is able to carry out responsibilities. Armed with education, a person can make appropriate and careful decisions. Of course, this is because during the educational process a person will learn how to become someone who has a clear and directed orientation. Maximum learning outcomes are the learning outcomes obtained by students after studying certain material after carrying out the teaching and learning process. According to (Safrizal, Marneli D, Anastasya Desti A, Maulani Z, 2022) education is an effort to make someone a perfect human being.

According to (Darlis & Movitaria, 2021) states that education is very important in a person's life. The progress of a nation is reflected in the quality of its education. According to (Safrizal, 2021) states that education plays an important role in the formation of quality human resources and is an indicator of development. In 21st century education, not only memory skills and receptive skills are needed by students but also critical and creative thinking.

Learning is physical activity aimed at changing students' behavior in interacting with the environment. These changes are seen in the cognitive, effective and psychomotor domains. Learning is also an effort to improve students' skills, opportunities, interests, talents and needs. Applied learning in the Indonesian education system still focuses on mastery of material. Training brings students to competence only in the short term, but children are not successful in solving long-term life problems. Children cannot apply the knowledge they gain at school in their daily lives (Safrizal, 2021). According to (Zulhendri, 2019) stated that so far the main target or priority in learning is the learning results obtained by students or only cognitive, without being balanced by assessments during the learning process, so this can cause student learning outcomes to be less than optimal. In education there are two elements that are closely related to each other. These two elements influence the continuity of education, namely teachers and students. Teachers and students interact and relate to each other, which is marked by their respective functions and roles (Kuswandi, Aang A, 2021). Indonesian language learning is a process where students carry out linguistic activities in accordance with linguistic rules both in the school environment and outside the school environment. Learning Indonesian plays a very important role not only for developing communication skills, but also for information management. Discussion a person learns many types of information in the world.

Language skills are very important in everyday life, let's pay attention to social life. Community members relate to each other by communicating. In acquiring language skills, we usually go through a regular sequential relationship, first in childhood we only learn to listen to the language then speak, after that we learn to read and write. We learn listening and speaking before entering school. Language is a communication tool to convey ideas, messages and information that is in someone's mind. Language plays a central role in creating a polite and civilized society. A person is said to be polite or not, determined by his language attitude, including the tone and meaning conveyed. The use of language that

follows standardized rules or those that are considered standard will give birth to correct language (Tribana: 2012).

Language is the difference between humans and animals. Apart from reason (thinking). The main difference between humans and animals is also their language ability. Humans are able to think because they have language. Without language humans cannot think about various things in life, especially abstractly. Without language, humans cannot convey their ideas and thoughts to other people. Therefore, good language based on its rules is very necessary. If you want to express various thoughts well, then humans must master language well.

Education carried out in the right way can provide added value to a community. Through the education process a person becomes a human being who is able to carry out responsibilities. Armed with education, a person can make appropriate and careful decisions. Of course, this is because during the educational process a person will learn how to become someone who has a clear and directed orientation. Maximum learning outcomes are the learning outcomes obtained by students after studying certain material after carrying out the teaching and learning process. According to (Safrizal, Marneli D, Anastasya Desti A, Maulani Z, 2022) education is an effort to make someone a perfect human being. According to (Darlis & Movitaria, 2021), education is very important in a person's life. The progress of a nation is reflected in the quality of its education. According to (Safrizal, 2021) states that education plays an important role in the formation of quality human resources and is an indicator of development. In 21st century education, not only memory skills and receptive skills are needed by students but also critical and creative thinking.

Learning is physical activity aimed at changing students' behavior in interacting with the environment. These changes are seen in the cognitive, effective and psychomotor domains. Learning is also an effort to improve students' skills, opportunities, interests, talents and needs. Applied learning in the Indonesian education system still focuses on mastery of material. Training brings students to competence only in the short term, but children are not successful in solving long-term life problems. Children cannot apply the knowledge they gain at school in everyday life (Safrizal, 2021).

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In education there are two elements that are closely related to each other. These two elements influence the continuity of education, namely teachers and students. Teachers and students interact and relate to each other, which is marked by their respective functions and roles (Kuswandi, Aang A, 2021)

Indonesian is a subject studied from beginner level and students must have four skills: listening, speaking, reading and writing. As the national language, Indonesian is also very important in elementary schools. For Indonesian language courses, students can get further information by reading and reading the news.

This reading activity is included in the four skills in the subject (Astuti et al., 2022) Indonesian. One of the skills in Indonesian language subjects that students must master is reading. Reading is a process carried out and used by readers to obtain the message the writer wants to convey through the medium of words/written language. The main goal in reading is to search for and obtain information, including the content and understanding the meanings of the reading. This reading activity can be taught to students when they are in childhood.

Schools are places where students receive good education, schools as providers of formal education must be able to provide material that is very useful for students' development, knowledge and skills, so teachers must prepare the material as well as possible to provide good and satisfying results. . . , one of which is the main idea with paragraphs. (Prihatin et al., 2018) The main idea is the main idea or main idea or the main thought of a paragraph. The main idea in a paragraph can be found at the beginning of the paragraph (deductive paragraph), at the end of the paragraph (inductive paragraph), and at the beginning and end of the paragraph (mixed paragraph), while the main idea is sometimes in the middle of the paragraph. (Anam et al., 2021) The main idea of a paragraph is the main topic of the paragraph contained in the main sentence. Often also called subject matter or subject matter. Apart from that, there are explanatory sentences, which play a role in explaining the main idea.

The main idea is to provide an explanation of the main paragraph so that it makes it easier for readers to understand the paragraph. The main idea can be at the beginning or end of the paragraph.

Narrative text is a type of text or a pattern of paragraph development which is intended or functions to explain an incident or incident in a sequential and detailed manner. So this paragraph development pattern has an element of time development or (Writing, 2008) chronological. states that narrative is a story that has a plot or plot. Narratives can contain facts or fiction. So, whether narrative essays in the form of facts or fiction that contain a plot are included in narrative essays.

Learning Indonesian requires the teacher's ability to manage the teaching and learning process optimally in order to obtain good learning results. One of the complaints experienced by elementary school teachers is that teachers have difficulty in providing material to students regarding certain materials. In this case, one revealed that learning Indonesian certainly experiences difficulties in determining the main idea because students are required to be able to read and comprehend first.

This problem can be seen from students' ability to solve a problem in determining a main idea in a text, namely the lack of interest in reading. As a result, students tend to be unable to understand the contents of the paragraph, making it difficult to determine the main idea of the paragraph and lacking understanding. Importance of main idea, lack of vocabulary Some students tend to be lazy about studying because Indonesian language subjects are boring and require time to read and understand story texts. The language is very difficult to understand.

The teacher's misunderstanding regarding difficulties in learning Indonesian needs to be taken into account, based on the results of observations, the teacher's difficulty is when the teacher teaches to determine the main idea, namely when the teacher asks students to read, when students read there are students who experience stuttering in reading. This has already been mentioned. by teachers, the factor that causes students to still falter in reading is because at that time the teaching and learning process was carried out online, so the learning process was carried out ineffectively, so that was the difficulty for teachers who had to repeat teaching reading to their students.

This research discusses the difficulties experienced by teachers and students when learning Indonesian. This aims to find out what difficulties teachers, especially students, experience when studying. It is hoped that the data from the analysis results can contribute and become new evaluation material for schools so that they can improve the quality of Indonesian language learning in elementary schools in the future.

RESEARCH METHODOLOGY

This research approach is qualitative and is a case study type that uses qualitative data, to produce a clear and detailed understanding of the difficulties of teachers and students in learning Indonesian. The subjects of this research were teachers and students of grade 5 elementary school SD N 20 Panijuan. The data collection technique used by the informants was purposive sampling. The instrument of this research is the researcher himself using tools, namely interview guides, observation guides and cameras. Data collection techniques were carried out by means of observation, interviews and documentation using the Miles and Huberman model, namely data reduction, data display and conclusion drawing. Before conducting observations, the researcher directly observed the teacher's activities and the obstacles faced by the teacher when carrying out Indonesian language learning at SD N 20 Paninjauan, Tanah Datar district.

RESULT AND DISCUSSION

The research questions asked in this study are what difficulties teachers and students face when learning Indonesian, specifically when determining the main idea in a text at SDN 20 Paninjauan based on the explanations given by the teachers and students concerned, Researchers can describe the difficulties faced by students in several categories as follows.

Students' interest in reading is very low

Students' lack of interest in reading was one of the results found by researchers during interviews. Most students are still lazy about learning to read and listen fluently. This is as explained in the interview as follows:

"In the class there are still some children who cannot read and have very minimal reading comprehension, perhaps also because when they were still in third grade at that time there was a pandemic. During the pandemic, the teaching and learning process at school was greatly disrupted, so at that time the learning process was carried out online or online. When studying, students learn ineffectively because

studying on the network, students cannot study seriously, they are too busy playing and don't think about studying. When studying, students rarely repeat reading. "So that was what caused the student to not be able to read with comprehension because at that time the interest in reading was very minimal for the student" (W1, 27 October 2022)



Figure 1: The teacher asks students to repeat reading a text in a theme book.

In the picture above, it can be seen that the fifth grade teacher at SDN 20 Paninjauan asks students to repeat reading a text in a theme book, the aim is to make the students more trained in reading, such as speed reading and reading comprehension.

"When students are given a text to read again, some students still feel unsure because they feel they are unable to read fluently because they feel that when they were in lower grades when they read, they were not trained and that is what caused them to be lazy about reading." (W1, 27 October 2022)

The results of interviews and observations show that the strategies used by teachers in learning are to train students to be able to read and understand, because in learning Indonesian, of course, in determining a main idea, students are required to be able to read and understand, because without reading comprehension, students will also be hampered later in determining an idea. main point in a text.

"When reading, there are some who like reading. There are also complaints from teachers that these children don't really like reading, which creates obstacles in the word learning process for teachers who teach in class. Teachers feel that children who are already in high class are still not fluent in reading, which is too much. It's difficult for them to repeat reading again because they should be able to read fluently but they are very lazy to read and they are more engrossed in their own world" (W2, 15 November 2022)

From the interviews and observations made, there were complaints from teachers that some students who were already in high classes were still lazy to read because they were more engrossed in their own world.

Lack of understanding of Vocabulary

A lack of understanding of vocabulary in Indonesian language learning was one of the results found by researchers during interviews. Most students still do not know new vocabulary when learning Indonesian. This is as explained in the interview as follows:

"In lower grades 1, 2 and 3, of course the students did not fully understand the vocabulary in a story text in the Indonesian language lessons given. Most students in grades 1, 2 and 3 still don't understand what vocabulary is and when reading they certainly don't really know the meaning of the text they read. Meanwhile, those who are already in high class, namely in class V, still have difficulty determining the vocabulary they are reading. "So when students have difficulty understanding what vocabulary is, that's when students have difficulty determining the main idea in a story text or narrative text that is given" (W2, 15 November 2022)

When learning Indonesian, students are asked to read a story text. While reading, students complain because they don't understand the vocabulary, which they think is a new word they have encountered.

"When asked to students why you feel you can't understand the new vocabulary they encounter, then they answer yes sis, I don't understand what the meaning of nyo sis is about nyo kato-kato nyo alun, have you ever wak danga lai do sis, then when you hear the students' complaints That's one of the reasons why students don't know the meaning of the vocabulary" (W3, 29 November 2022)



Figure 2 The teacher asks students to write down any new vocabulary they find

During observations and interviews, the teacher uses interesting learning strategies so that students feel happy when studying and always focus during learning. With that, the teacher uses good tricks so that students can understand the lesson.

"During the interview, the researcher asked the teacher what the teacher did during the learning process. The teacher asked the students to always be active so that they would not remain silent in learning" (W2, 15 November 2022)

From the results of observations and interviews, it can be seen that the way the teacher teaches how the teacher teaches how to determine new vocabulary that the students do not yet know.

Finding Sentences too long

The difficulty students have when finding sentences that are too long when learning Indonesian is one of the results found by researchers during interviews. Some students still have difficulty understanding sentences that are too long. This is as explained in the interview as follows:

"When the teacher gives the text, it can be seen that the students feel confused because they find the sentences are too long. There are still a number of students, some of whom still have difficulty reading sentences that are too long, especially because at that time the students were not very interested in reading, so when they were given a text they felt confused when they found sentences that were too long. When asked by the teacher, the teacher also felt that it was a bit difficult to teach the students because if they were already in the high class they should be able or already used to reading fluently in long sentences but when they were still in the lower class they were learning at that time. online, so their reading activities are not carried out regularly, so that is what causes these students to not be able to read sentences that are too long" (W3, 29 November 2022)

When learning Indonesian, students always find it difficult to use sentences that are too long.

"At that time I asked the students what made them find it difficult to read sentences that were too long, one of which was that they were too lazy to read" (W3, 29 November 2022)

Many of the students feel that they are always less able to read these sentences because when they were in lower grades, school was conducted online, so at that time students found it difficult to read long sentences.

"During an interview with the class teacher, the teacher answered that they felt it was quite difficult to teach this child because the child's reading factor during online learning was not given much attention" (W2, 15 November 2022)

From the results of observations and interviews, it can be seen that the teacher teaches how to determine new vocabulary that students do not yet know. Many children do not know vocabulary and long sentences. The most dominant reason is that they are influenced by online learning, they are too busy with their own activities, don't prioritize learning and only play on their cellphones.

Cannot Understand the Content of the Paragraph

Students' lack of understanding of the content of paragraphs in a text in Indonesian language learning was one of the results found by researchers during interviews. Most of the students still do not understand the content of the paragraph. This is as explained in the interview as follows:

"During the process of learning Indonesian, students experience difficulties in understanding the content of paragraphs, when they are given a text and students are asked to read the text given in front of the class, at that time students are also asked to determine the content of the paragraph from the text that has been read in

When deciding, students answered that they did not understand how to conclude or determine the contents of the paragraph. So the teacher keeps repeating and repeating how to determine the content of a paragraph in a text. So that's what causes students to not be able to determine the main idea in a story text that has been given" (W2, 15 November 2022)

When learning, the teacher tries to carry out the learning well, namely by using interesting strategies in learning, for example the teacher teaches not only using the lecture method.



Figure 3: Students listen to the teacher's explanation about determining the content of a paragraph

In the picture above, you can see class V students at SDN 20 Paninjauan listening to the teacher's explanation regarding determining the main idea in a text.

The results of interviews and observations show that the methods or methods used by teachers are to attract students' attention to focus more on the learning process. The aim is for students to be able to determine the contents of the paragraph correctly according to the teacher's explanation in class.

"When in class the teacher tries to ensure that students are always able to understand the content of the paragraph because in order to understand the content of the paragraph students must be able to read and understand the content of the paragraph" (W1 27 October 2022)

From the results of observations and interviews, it can be seen that the teacher teaches how to determine new vocabulary that students do not yet know. Many children do not know vocabulary and long sentences. The most dominant reason is that they are influenced by online learning, they are too busy with their own activities, do not prioritize learning and only play on their cellphones and are not accompanied by their parents when studying.

Based on the data that the researcher has obtained, it can be concluded that regarding students' difficulties in determining the main idea in a text, there are several students who have difficulties, some of which cause these students to be unable to determine the main idea, namely the lack of student interest in reading so that students cannot read with comprehension. to determine the main idea and the difficulty of students understanding the new vocabulary they get when understanding the content of the text that

has been given and the difficulty in reading sentences that are too long because previously these students were very minimal when reading so that is what became an obstacle for students in reading sentences that were too long and It is difficult to determine the content of a paragraph in a text. In overcoming the problems experienced by students, teachers create literacy in a corner of the classroom and place various kinds of textbooks to train students to read every day so that they get used to it and can read fluently without stuttering. And teachers always apply every morning to read a book 15 minutes before starting the lesson so that students can increase their interest in reading.

The data explained in the research results above can be taken regarding students' difficulties in determining the main idea in a text in Indonesian language learning which is caused by several things, namely difficulty determining the main idea in a text.

From the results of this research using interviews with the students above, the researcher can conclude that the factors that make it difficult for students to determine the main idea of a paragraph are: students' lack of interest in reading as seen from the results of the interviews above, lack of understanding of vocabulary, students understanding what is meant by the main idea. paragraph, but students cannot determine the main idea of the paragraph.(Sdn et al., nd)which concluded that the forms of student difficulty in finding the main idea were students having difficulty finding sentences that were too long, finding vocabulary that they did not yet know the meaning of and not yet understanding the main idea and explanatory/supporting ideas.

In learning Indonesian, it improves students' abilities in reading comprehension or reading quickly. (Fathihah, 2016)Reading is not just looking at a collection of letters that have formed words, groups of words, sentences, paragraphs and discourse, but more than that, reading is an activity to understand and get the message conveyed by the author.

The main idea is an important part of knowing the content of a piece of writing or reading. Based on expert opinions, it can be concluded that the main idea is the topic or message conveyed to the reader in a text(Jacob and Herman, 2011)paragraph according to the Forms of Difficulty experienced by fifth grade students

in finding the main idea in a paragraph in a text. Based on the results of research conducted by researchers regarding finding the main idea of reading text in paragraphs of reading text for class V students, it shows that some students still have difficulty finding the main idea. The factors that influence the skills of finding the main idea of the reading text in the reading text paragraphs of class V students are internal factors and external factors. Internal factors are factors that originate from within the student, namely students do not understand the meaning of explanatory/supporting ideas, lack of vocabulary, difficulty finding long sentences, and techniques for finding the main idea of the reading text in paragraphs in the reading text.

Meanwhile, external factors are factors that come from outside the students, namely the teaching methods used by teachers are still conventional, the use of media still seems monotonousWhich concludes that the forms of student difficulty in finding the main idea are students having difficulty finding sentences that are too long, finding vocabulary that they don't know the meaning of and not understanding the main idea and

explanatory ideas/ideas.(Marlini et al., 2021) supporter. Based on the research results, it shows that there are several difficulties in determining the main idea caused by various things and there are efforts made by teachers based on the difficulties experienced by students at SDN 20 Paninjauan.

A solution that can overcome the low skills in finding the main idea of reading text in paragraphs of reading text for class V students is that teachers should use more varied learning models, not just lectures. and based on the results of research and several other relevant studies, the main solution to overcome students' difficulties in finding the main idea in paragraphs of reading text is the paragraph card method and DRTA. This is in line with research conducted by several(Prihatin et al., 2018) researchers, namely those who use DRTA learning methods and the results can improve students' ability to find the main idea in the paragraph.

Based on the problems above, the difficulty in determining the main idea in a reading text is students' lack of interest in reading when studying and their lack of understanding new vocabulary in a text. Because when they were in the lower classes they did not learn effectively because at that time our condition was in a pandemic situation so the teaching and learning process was carried out online or online. During the online learning process, parents lacked attention in observing the student's learning process, what parents found out in the morning was that their child was going to online school without being accompanied and supervised. So that's where the students' learning process is ineffective, they no longer want to be serious about the learning process because they already think it's just an online school without even studying, they can find out the answers to the assignments given by the teacher on the internet, and when parents don't supervise it, it will also behave indifferently and indifferently those who think about playing when parents ask, they answer that they have already studied and lack parental guidance in inviting their children to always want to read books every night and accompany them so that the children focus on reading by reading children will get used to and be able to read comprehension. With the presence of reading comprehension, students will easily determine the main idea in a reading text. And the solution for teachers who teach in their classes must also use models and media that are interesting to the child, so that the child will be interested in the material that we will convey and every child's heart will melt to always read.

CONCLUSION

Based on the problems above, the difficulty in determining the main idea in a reading text is students' lack of interest in reading when studying and their lack of understanding new vocabulary in a text. Because when they were in the lower classes they did not learn effectively because at that time our condition was in a pandemic situation so the teaching and learning process was carried out online or online.

During the online learning process, parents lacked attention in observing the student's learning process, what parents found out in the morning was that their child was going to online school without being accompanied or supervised. So that's when the

students' learning process is ineffective, they no longer want to be serious about the learning process because they already think it's just an online school without learning, they can find out the answers to the assignments given by the teacher on the internet, and when parents don't supervise it, they will also behave indifferently and indifferently those who think about playing when parents ask, they answer that they have already studied and lack parental guidance in inviting their children to always want to read books every night and accompany them so that the children focus on reading by reading children will get used to and be able to read comprehension. With the presence of reading comprehension, students will easily determine the main idea in a reading text. And the solution for teachers who teach in their classes must also use models and media that are interesting to the child, so that the child will be interested in the material that we will convey and every child's heart will melt to always read.

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