

THE ANALYSIS OF MASTERING MAIN IDEA IN NARRATIVE TEXT OF READING QUESTION

^{1*}Dara Yusnida, ²Armeenoh Saleh, and ³Budi Rizka

^{1,3}Department of English Education, Faculty of Teacher Training and Education, Iskandar Muda University, Banda Aceh, Indonesia

²Kolej Islam Syeikh Daod Alfattani, Yala, Thailand

*Corresponding author: dara@unida-aceh.ac.id

Abstract

This research aims to find out the students mastering main idea in reading text. Identification of main ideas are considered one of the basic skills in reading text and very important to be understood. The main of this research focuses on describing the student's reading comprehension of narrative text. The population of this research were 14 students of the English Department at Iskandar Muda university. There were 4 students in semester II, 4 students in semester IV and 5 students in semester VI. In order to get the data, the researcher used the test. The total questions of the test were 20 items of multiple choices with 3 alternatives A, B and C about main idea in reading text. The data was analyzed by using descriptive method. The result showed that two students (14,29%) got very good level, four students (28,57%) got good level, four students (28,57%) got fairly good level, three student (21,42%) got weak level and one student (7,14%) got poor level. The mean percentage result of the students reading comprehension of narrative text in finding main idea was four students (28,57%) got good level and four students (28,57%) got fairly good level. It concluded that the English Department Students in finding main idea on reading comprehension text is categorized in good and fairly good. It is later suggested that future research would involve more about main idea in other university and find some problems there.

Keywords: Main Idea, Narrative Text, Reading Comprehension

1. Introduction

In globalization era, English is very important for our life, so every country tries to teach this language. In Indonesia, English is a foreign language. Learning a foreign language is an integrated process that the learners should study the four basic skills namely listening, speaking, reading and writing. We use it to understand our world through mastering those skills in order to communicate our feeling, it needs desires through speaking and writing. By having more knowledge about language skill, we have much better chance of understanding and being understood, beside that we will get what we want and need from these around us.

Based on the skills above, the reading skill plays very important role in the educational field, students need to get more exercise and training in order to have a good reading skill. Reading is useful for language acquisition. Elliot (2008) states that reading is one that demands one's language skills able to read and understand the contents of the reading or writing text. Reading is a complex cognitive process of decoding in order to construct or derive meaning (Reading comprehension). It means language acquisition, communication, and sharing ideas. Like all languages, it is a complex interaction between the

text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.

Reading is important for learning other skills. Kusumawanti and Bharati (2018) explained that among English proficiencies, reading skills has the most important role for students' learning success since overall activities of learning are started and developed by the reading activity. In writing activity, we need to read a lot to find the topic that we will write. We also need to read before speaking in order to prepare what we will say. In listening, if we do not know the meaning of the topic or the vocabularies, we will face trouble in comprehending what speaker says. Another example of the application of correlation between reading and other skills is people usually pick some words from reading and they will use those words in writing or in speaking activity.

Reading comprehension is a written text, meaning extracting the required information from it as efficient as possible and as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message (Eliot, 2008). According to Harmer (2007), some problems faced in the world of education, especially in learning to read is the lack of reading skills among students, especially in learning to read English text. Some factors that cause the condition above are the students have low motivation and interest in reading text. Students with low motivation and interest tend to be passive, lazy and pessimistic in the class. The presence of reading material can also be another factor in supporting the failure. Some texts sometimes appear too long and difficult which make the students become bored. The other problem is that technique used by teachers in teaching and learning process is uncomfortable. Based on the researcher observation, this situation is different for the English Department Students at university. They have strong motivation and interest in studying reading class.

There were three previous studies that related to this research. First, Asriani (2018), the title is how the students' reading comprehension of descriptive text showed that the average of the students' achievement in reading comprehension of descriptive text was 49. It was categorized in Poor level. The second previous study is Marqomah (2018) about Students' Difficulties in Finding the Main Idea of English Texts at MAN 2 Banjarmasin. The students' ability in finding main idea of English text is in fair category, it can be seen from the mean score, the result of interview with English teacher and the result of students score test. Last, according to Arif (2019), certify that this thesis: The effectiveness of teaching reading comprehension on narrative texts using survey, question, predict, read, respond, summarize (SQP2RS) strategy. Quantitative research focuses on objectivity there is truth out there and quantifying the phenomenon under investigation, assigning numbers to ideas or constructs of interest. On the other hand, this study was chosen in different way with some previous studies. In this research focus on main idea in reading narrative text. Main ideas can be found in Intensive Reading classes, identification of main ideas is considered one of the basic skills in reading text and very important to be understood.

In this study, the researcher conducted the data at the Department of English Education of Iskandar Muda University. The researcher is interested in knowing how English Education students identify main idea that they have studied in Intensive Reading class. Based on the background of study, the problem of this study is how are the students' mastering main idea in reading text. Dealing with the problems of this study thus the aim of this study is to find out the students mastering main idea in reading text.

The benefits of the study are expected to provide a meaningful contribution for academics, other researchers, students and teacher. For academics, this research process can contribute ideas to undergraduate educators and educational institutions in general about the effect of applying the ability of reading comprehension. Then, for other researchers, the process and results of this research can be used as material for study, reference, or comparison for current and future research. Next, for students, gain knowledge and experience of learning to read with using the ability of reading comprehension. Last, for teacher, to get an overview of the results of learning English. Especially in reading activities with the ability of reading comprehension.

2. Literature Review

2.1 *The Skill of Reading*

Reading is the process of looking at a series of written symbols and getting meaning from them. When people read, they use eyes to receive written symbols (letters, punctuation marks and spaces) and they use brain to convert them into words, sentences and paragraphs that communicate something to them. Reading plays an important role in developing knowledge, through reading students can absorb all the information, experience and ideas provided in books. The essence of reading is skill. Sharon Vaughn defines skill as the active process of constructing meaning from text; involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. In the other words, skill is the complex process of forming the important meaning from the text that is resulted by connecting the readers' background knowledge, knowing the meaning of vocabulary, making conclusion, and connecting important message from the text.

Furthermore, Linda and Soffos (2005) skill is a complex process regulated by cognitive, emotional, perceptual, and social experiences. It is clear that the result of skill is only known by the readers who cannot manipulate whether they are able to comprehend the text or not. Meanwhile, according to Margaret, skill is the ultimate goal of reading. The process of reading is successful if the readers are able to comprehend the main information of text. For this reason, it is necessary to have help from parents to reduce cases of sexual violence that occur in early childhood, where the perpetrators we cannot guess where and who. With the understanding given by parents to children from an early age about sex education, it can teach children to be responsible for their bodies when they are away or not with their parents or family. So that parents will be calmer when children are outside the home without parental supervision (Ritonga & Munisa, 2022).

2.2 *Reading Comprehension*

Comprehension is the ability to actively to read, and understand language. To comprehend text, one's decoding skills must allow for fluent reading (reading that is as smooth and full of expression as when we talk), thus allowing a reader's cognitive energy to be used to draw connections, ask questions, make predictions, and employ other comprehension strategies used by strong readers. Thus, fluency is often called the bridge from decoding to comprehension. In addition to fluency and effective application of comprehension strategies, other key ingredients to comprehension include vocabulary knowledge and background knowledge.

Reading comprehension is a fundamental cognitive skill that plays a crucial role in a student's ability to understand and analyze texts. Neufeld (2005) defines comprehension as the process of constructing a justifiable understanding of a given text. It involves actively engaging with the text and applying relevant background knowledge to extract meaning and acquire new information. Klingner (2007) further emphasizes that reading comprehension is a complex process that comprises multiple interacting components, involving both the reader and the text itself.

In addition, comprehension is important aspect of all of the definition and meaning, if readers cannot understand the definition and meaning, they do not know information in text. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities which the reader is engaged. It means that a reader's must be domain knowledge interacts with the content of the text in comprehension because it is important for our knowledge. If the readers feel difficult in text, it means that the readers are not enough to comprehend in a text. Reading comprehension involves two processes, the first is the reader establishes what the writer had said and the second he must follow what the writer meant.

2.3 Most Common Reading Strategies

There are several reading strategies that can be implemented by students to reach good reading comprehension. The techniques in reading comprehension are understanding scanning, understanding skimming, finding topic of paragraph, finding main idea, guessing unknown vocabulary, making inference, understanding detail questions and understanding purpose questions. While reading the text, the reader must use general reading strategies such as questioning, making inferences and connections and activating prior knowledge and content specific strategies including drawing on subject specific information to make meaning of the text. It means that reading strategies are useful for the students to comprehend the text.

2.4 Students Difficulties in Reading Comprehension

A student in difficulty is any student who encounters major obstacles to the successful completion of their educational goals. Some people say that having reveal personal difficulties, the students may wish/expect to continue to receive further support from them and ask for quite a lot of their time. If they are unwilling to be referred to someone in a more appropriate role, they may experience quite a lot of pressure to provide this support directly. They may feel concern for the student and worry that they may feel rejected if they do not offer support. It means that the students' needs are more concentration, if the students do not concentrate for education, the students have difficult with reading skill. Therefore, the students should understand with our education, especially, reading is important for students. Because by reading, students can increase their knowledge. If the students do not read, students get really difficult to increase their knowledge.

2.5 Kinds of Students Difficulties in Reading Comprehension

Hedge (2000, p.193) noticed vocabulary is another major component of reading ability with which language learners will experience difficulty, but the degree of difficulty will vary with the demands of the text, the prior knowledge of the reader, the degree of automaticity a learner has achieved in general word recognition, any specialist lexical knowledge a students might have, and the learner's first language. The researcher concludes the students' difficulties in finding main idea of English text is lack of vocabulary knowledge.

Reading is the process of looking at a series of written symbols and getting meaning from them. When people read, they use eyes to receive written symbols (letters, punctuation marks and spaces) and they use brain to convert them into words, sentences and paragraphs that communicate something to them. Reading plays an important role in developing knowledge, through reading students can absorb all the information, experience and ideas provided in books. Eskey (2002, p.38) defines that reading is the process of acquiring information from a written or printed text.

2.6 Reading for Main Idea

Mikulecky (2003, p.96) State that Main idea of a paragraph is a statement of the other's idea about the topic. A main idea statement is always a complete sentence that includes both the topic and the ideas that the author wishes to express about the topic. The main idea is a statement that tells the author's point about the topic. The main idea of a paragraph is the point of the passage, minus all the details. In determining of the main idea, the students are expected to find the main idea of the text, so, they should comprehend the topic that is told in the text. The main idea is usually a sentence, it is usually the first sentence but it can be in the middle or in the last sentence. Therefore, this can make the main idea is more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

From the types of question found in reading comprehension, identifying main idea is focused on the objective in this research. In reading for meaning, main idea will always come first and deserves the top priority. It happens because main idea is the essence of the paragraph that the author wants the readers to know and it is the idea that the whole paragraph explains or supports. The author usually puts this main

idea in some certain places, such as: at the first sentences of the paragraph, middle of the paragraph, the last sentence of the paragraph, or just lets the reader to infer it from the passage.

2.7 Reading Comprehension for Narrative Text

Narrative text has different grammar structure usage from other texts. According to Pardiyono, the language feature of writing narrative text as follow (Pardiyono, 2007); the use of predicate with form verb past continuous tense, past tense, and past perfect tense for instance, went, had gone, was going. Then, the use form verbs of doing in predicate that indicate the action of the doer in the story for instance ran out, went, got, tried, etc. Next, the use of adjective word points out the character of participant or personal attitude of participant in the story, for instance quiet, frightened, calm, confused, worried, happy, anxious, etc. After that, the repetition of the same subjective pronoun in the text is common for example; At first my aunt was very afraid, but she tried to keep quiet. Unfortunately, she couldn't punctuate it, so she screamed very loudly and then called some neighbors for help. Last, the use of conjunction is common use in story, for instance; first my aunt was very scared, but she tried to shut up on her own. Unfortunately, she could not do it, so she screamed very loudly and then called some neighbors for help. After that, she ran around trying to chase the snake out of the room, but she could not.

3. Research Method

In conducting this research, the technique is used to get data students' ability identifying main idea in EFL reading comprehension. In order to get the data of this research, the researcher used the test. The test was used to measure the students' reading comprehension of narrative text. The authors focus on analyzing students' reading comprehension in finding main idea. Descriptive quantitative research method is a method with a purpose to make a picture or descriptive about a situation objectively that uses numbers, starting from data collection. The population of this research was 14 students of the English Department at Iskandar Muda University. There were 5 students in semester II, 4 students in semester IV, and 5 students in semester VI. The sampling method in this study is total sampling.

The data were analyzed by using descriptive method. The researcher wanted to find out how the students' reading comprehension focused on finding main idea in narrative reading text. The formula used to analyze the data in this research were:

1. To find out the mean score of the students in answering the test used the formula:

$$M = \frac{fx}{n}$$

Where: M → Mean

fx → Total number of the score

N → Total number of the students

2. To find out the percentage of the students' in answering the test used the following formula:

$$P = \frac{f}{n} \times 100$$

Where: P → Percentage

F → Frequency

N → Total number students

3. To determine the level of students' reading comprehension of narrative test, the following classification measurements are used:

Table 3.1 The Classification of the Students Score

No	SCORE / RANGE	ABILITY LEVEL
1	80-100	Excellent
2	70-79	Good
3	60-69	Fairly good
4	50-59	Weak
5	0-49	Poor

Hartono, (2004:30)

4. Results and Discussion

In calculating the mean score the main idea of the students' reading comprehension of narrative text of test, the researcher calculated the mean score in each the indicators. Based on result that one student got a score of 45, two students got a score of 50, one student got a score of 55, four students got a score of 65, one student got a score of 70, three students got a score of 75, one student got a score of 80, and one student gets a value of 85, the result of the full score is 100.

Table 4.1 The Percentage of the Students Reading Comprehension of Narrative Text in Finding Main Idea.

No	Score / Range	Ability Level	Percentage
1	80-100	Excellent	2, 29%
2	70-79	Good	4, 57%
3	60-69	Fairly Good	4, 57%
4	50-59	Weak	3, 42%
5	0-49	Poor	1, 14%
			14 100%

Based on the table above it can be seen that two students (14,29%) very good level, four students (28,57%) good level, four students (28,57%) fairly good level, three student (21,42%) weak level and one student (7,14%) poor level. The mean percentage result of the students' reading comprehension of narrative text in finding main idea is four students (28,57%) good level and four students (28,57%) fairly good level. It means at English Department Students reading comprehension of text in finding main idea is categorized in good and fairly good.

This part covers the discussion of the students' Reading Comprehension in Narrative Text. The discussion based on how students reading comprehension at the in semesters II, IV and VI of the English Department at Iskandar Muda University. At English Department Students reading comprehension of text in finding main idea is categorized in good and fairly good. This research shows results that are not much different from previous research, namely research from Arif (2019) which shows that the results obtained with a standard which means Good.

However, there are significant differences in the learning outcomes of students who use the SQP2 Rs strategy with students who use conventional strategies, making this research different. Based mean percentage result of the student's reading comprehension of narrative text in finding main idea students the English Department at Iskandar Muda University is 28,57%. It means that the students reading comprehension of text in finding main idea is categorized in good and fairly good. This means that the reading comprehension of English Department students in semesters II, IV and VI of Iskandar Muda University has understood the reading in narrative texts to find main ideas. From mean the results of the percentage of students' reading comprehension of narrative texts in finding main ideas for English Department students at Iskandar Muda University is categorized in good.

This research is almost the same as research Marqomah (2018), the title is "The Analysis of Students' Difficulties in Finding the Main Idea of English Texts at MAN 2 Tapin". Antasari State Islamic University

Banjarmasin. The students' ability in finding main idea of English text is in fair category, it can be seen from the mean score, the result of interview with English teacher and the result of students score test. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities which the reader is engaged. It means that a reader's must be domain knowledge interacts with the content of the text in comprehension because it is important for our knowledge. If the readers feel difficult in text, it means that the readers are not enough to comprehend in a text.

5. Conclusions

The discussion based on how students, reading comprehension at the in semesters II, IV and VI of the English Department at Iskandar Muda University. The researcher found that the students' reading comprehension in narrative text. The mean percentage result of the students' reading comprehension of narrative text in finding main idea is four students (28,57%) good level and four students (28,57%)33 fairly good level. It means at English Department Students reading comprehension of text in finding main idea is categorized in good and fairly good.

References

- Arif, A. (2019). *The Effectiveness of Teaching Reading Comprehension on Narrative Texts Using Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) Strategy*. Unpublished Thesis: UIN Walisongo.
- Asriani, F. (2018). An Analysis of Students Reading Comprehension of Descriptive Text at the Second Grade of MTS-TI Batu Belah. *Journal of English Teaching*. 3(1). DOI: <https://doi.org/10.31004/jele.v3i2.42>
- Elliot, S. (2008). *How to be A More Successful Reading*. Boston: Boston and Heinle Publisher.
- Eskey, D. E. (2002). Reading and the Teaching of L2 Reading. *TESOL Journal*. 11(1). <http://dx.doi.org/10.1002/j.1949-3533.2002.tb00060.x>
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Klingner, J. K., Vaughn, S., & Boardman, A. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York, NY: The Guilford Press.
- Kusumawanti, W. D. & Bharati, D. A. L. (2018). The Effectiveness of Close and Explicit Reading Instructions to Enhance Reading Comprehension to Highy and Lowly Motivated Students. *English Education Journal of UNNES*. 8(40), 1–9. DOI: <https://doi.org/10.15294/eej.v8i1.21995>
- Linda, J. Dorn and Carla Soffos. *Teaching for Deep Comprehension: A Reading Workshop Approach*. Portland, Maine: Stenhouse Publishers.
- Marqomah, E. (2018). *The Analysis of Students' Difficulties in Finding the Main Idea of English Texts at MAN 2 Tapin*. Unpublished Thesis: Antasari State islamic University Tarbiyah and Teacher Training faculty English Department.
- Mikulecky, Beatrice S., & Jeffries, Linda. (1996). *More Reading Power*. United States of America: Addison-Wesley Publishing Company.
- Neufeld, P. (2005). Comprehension Instruction in Content Area Classes. *The Reading Teacher*, 59(4), 302-312. <https://doi.org/10.1598/RT.59.4.1>
- Pardiyono, M. (2007). *Pasti Bisa! Teaching Genre-Based Writing*. Yogyakarta: Penerbit Andi.