

## **Analysis of Reading Comprehension Ability to Determine Main Ideas and Supporting Ideas**

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### **Abstract**

The importance of understanding the content of reading texts can be seen through the main ideas and supporting ideas. The purpose of this study was to determine the reading comprehension ability of fourth grade students at SD Negeri Kota Baru VII Bekasi, West Java. The method used in this research is descriptive-qualitative. Where research data is obtained from observation, interviews, documentation, field notes, and tests. The data were analysed using the Milles-Hubberman flow analysis model. Based on the research findings, it is known that students' understanding of the main ideas and supporting ideas of reading texts is seen in the way they determine keywords, main sentences, explanatory sentences, and conclusions of a paragraph. Suggestions from this research can help teachers who are teaching material on main ideas and supporting ideas find the right media and methods. Because determining the main ideas and supporting ideas is related to students' reading comprehension skills in all subjects taught at school,

Keywords: Main Ideas, Reading Comprehension, and Supporting Ideas.

## **1 INTRODUCTION**

Language is a means of everyday communication. One of the main goals of language is for everyone to communicate easily, both orally and in writing. In Indonesia, Indonesian is the national language and the state language. Which means that Indonesian must be used by all Indonesian people in daily communication.

Even though it is the language used for daily communication, many people still consider Indonesian to be a difficult language to use. To avoid understanding that Indonesian is difficult, the government includes learning Indonesian (Hasan: 2023). Learning Indonesian is a compulsory subject taught in Indonesia. All levels of education or starting from elementary school, junior high school, senior high school, and tertiary education receive Indonesian language learning.

In elementary schools, Indonesian language subjects aim to achieve good language proficiency and understanding of the subject. However, when learning Indonesian, it is not only used as a communication tool in everyday life. The aim of learning Indonesian is to train students in language skills, namely speaking, listening, writing and reading with all ideas or thinking critically and creatively (Safitri, et.all., 2022).

Everyone needs language skills. language ability is a model of developing students' intellectual, social, and character abilities. and to communicate well, students must practice four language skills. The more you practice, the smoother and better your communication will be (Magdalena, Ulfi, & Awaliyah, 2021). Language skills must be trained continuously so that it becomes a habit.

Reading is one of the most complex abilities of the other three language skills. Because reading must go through continuous practice, students gain knowledge and develop critical thinking. In this case, reading is a complex activity that involves a large number of different

activities, including the need to use comprehension and imagination, observation and memorization. Reading as an activity of thinking, processing whatever is obtained from the sentences read (Kurniawati, Saragih & Djajanegara, 2020).

Learning to read in elementary schools is grouped into two parts, namely preliminary reading and advanced reading (Ulfa, 2022). Beginning reading is a mechanical reading learning while advanced reading is also known as reading comprehension.

Reading comprehension is the ability to read and understand writing. When reading, someone tries to understand the contents of the author's message contained in the reading. This understanding is a prerequisite for an act of reading to take place. Reading is said not to take place if there is no understanding in the reader (Tantri, 2016).

Reading comprehension is part of reading ability, language skills, and the basis for being able to communicate students. But from that, reading comprehension is the basis of students' literacy skills. Having the ability to read comprehension is a provision for higher-order thinking. Where high-level thinking is a person's competence to receive information and process it, so as to be able to overcome complex challenges (Susianti, Adisyahputra, & Miarsyah, 2018). And that is the basis of literacy.

The 2018 Program for International Student Assessment (PISA) results, Indonesia is ranked 74th out of 79 PISA participating countries in the reading ability category. In fact, in the 21st century as it is today, the ability to read is the main thing that must be possessed by every human being in the world. The demand in this century is to increase the quality and quality of human beings (Ulfa & Oktaviana, 2021). Therefore, in order for people's literacy skills to increase, it is necessary to improve reading comprehension skills.

One of the reading comprehension materials that is directly related to literacy skills is determining main ideas and supporting ideas. This material began to be taught to fourth grade elementary school students. Determining main ideas and supporting ideas in a paragraph students must understand the contents of the paragraph text they read (Darmayanti & Abadi, 2021). In literacy skills to understand information, of course, one must be able to read the contents of the text.

But the material determines the main ideas and supporting ideas is not easy material. Based on the results of observations made by researchers in class IV SD Negeri Kota Baru VII, Kelurahan Kota Baru, Bekasi Barat District, West Java Province, it was found that one of the materials that was quite difficult to teach and absorb for students was determining the main ideas and supporting ideas.

Based on the findings in the Final Semester Assessment (PAS) I of fourth grade students at SD Negeri Kota Baru VII, the average class score for Indonesian content was 80. This score was a good score for students. But the importance of understanding the material determines the main ideas and supporting ideas that affect all aspects of the lesson content. Because the entire content of the lesson must have reading text that must be understood. So mastery of the main ideas and supporting ideas is very important for students.

As previously explained, mastery of the main ideas and supporting ideas is not only related to Indonesian language subjects. One of the reading comprehension skills that must be mastered by elementary school students is the ability to determine main ideas and supporting ideas from several articles and books read. The ability to determine and write main ideas and supporting ideas for students is the most basic ability so that students can capture what is read.

Besides that, being able to determine the main ideas and supporting ideas will make it easier for students to find the core of the reading or text. And reading or texts are not only in Indonesian but in all subjects in school. In determining the main ideas and supporting ideas, you can go through determining the keywords in the paragraphs, determining the main sentences in the paragraphs, determining the explanatory sentences, and determining the appropriate conclusions in the paragraphs (Fauzi, 2020).

Therefore, the importance of knowing students' difficulties in reading comprehension of the material, main ideas and supporting ideas is important to study. Because determining main ideas and supporting ideas is important for students to master because it involves

understanding in reading texts in all existing subjects. And the researcher wanted to conduct a study with the title "Analysis of Reading Comprehension Ability to Determine Main Ideas and Supporting Ideas in Grade IV Students at SDN Kota Baru VII, Kota Baru Village, West Bekasi District Even Semester 2022/2023 Academic Year".

## 2 RESEARCH METHODS

The general objective of this study is to determine the ability to read the material understanding of the main ideas and supporting ideas in Grade IV Students at SDN Kota Baru VII, Kota Baru Village, West Bekasi District Even Semester 2022/2023 Academic Year. In particular, the objectives of this study are as follows: (1) To find out students' ability to determine keywords in paragraphs, (2) To find out the students' ability to determine the main sentence in the paragraph (3), To find out students' ability to determine explanatory sentences in paragraphs (4), To find out students' ability to determine conclusions in paragraphs.

This research uses a descriptive method with a qualitative approach. The data in this study will be analyzed qualitatively. In this study, the data sources are words and deeds, the rest is additional information such as documents and others. Sources of data will be taken from documents, interview results, field notes and the results of observations. Data collection techniques in this study were observation, interviews, documentation, field notes, and tests.

Tests to find difficulties in grade IV students at SDN Kota Baru VII, West Bekasi, West Java Province in determining main ideas and supporting ideas, researchers need tests. The test here is a tool to find out students' difficulties in main ideas and supporting ideas. The test is in the form of essay questions consisting of reading text (3 paragraphs) and students are asked to determine the main ideas and supporting ideas of each paragraph with certain steps.

The data analysis technique used in this study is the Milles and Huberman model. According to Ulfa, Milles and Huberman's model is a data analysis model that flows (flow model analysis). In the Milles and Huberman data analysis model, there are four stages or steps taken, namely: data collection, data reduction, data display, and verification or drawing conclusions (Ulfa, 2018).

## 3 RESULT AND DISCUSSION

In this research, a research sample was taken, namely class IV students at SD Negeri Kota Baru VII. Meanwhile, there are 37 students in Class IV at SD Negeri Kota Baru VII, with details of 19 male students and 18 female students. While the homeroom teacher for class IV is Lilik Maulidah, S.Pd. Grade IV students at SD Negeri Kota Baru VII study Religion, PPKn, Indonesian Language, Mathematics, Science, Social Studies, , PJOK.

Based on grade IV graders of SD Negeri Kota Baru VII as follows average pas score class IV class students of SD Negeri Kota Baru VII (Table 1.):

Table 1. Indonesian Language Value Data

Grade Point Average	80
The Highest Score	86
The Lowest Score	75

The material for the first semester of Indonesian for class IV SD Negeri Kota Baru VII is as follows.

1. Main ideas and supporting ideas
2. Interview text

3. Standard vocabulary and effective sentences
4. Literary stories
5. Non-fiction text
6. Poetry
7. Fictional text

One of the materials that experienced difficulties was the material to determine main ideas and supporting ideas. as for KD and Indicators are as follows:

Table 2. Basic Competencies and Indicators Material Determines Main Ideas and Supporting Ideas

<b>Basic Competencies</b>	
3.1	Observing main ideas and supporting ideas obtained from spoken, written, or visual texts.
3.2	Observing the relationship between ideas obtained from spoken, written, or visual texts.
4.1	Organizing the information that is contained in the text based on the connection between ideas between ideas into a writing framework.
4.2	Presenting the results of organizing information in accordance with the connection between ideas into writing
<b>Indicator</b>	
3.1.1	Finding keywords, main sentences, explanatory sentences and conclusions obtained from written texts.
3.2.1	Describe the keywords, main sentences, explanatory sentences and conclusions obtained from the written text.
4.1.1	Students are able to complete tests related to determining keywords, determining main sentences, determining explanatory sentences and determining conclusions
4.1.2	Presenting keywords, main sentences, explanatory sentences and conclusions obtained from written text in tabular form.

### **3.1 Ability to Read Comprehension of Grade IV Students at SDN Kota Baru VII Material Determining Main Ideas Viewed from Searching for Keywords in Paragraphs**

Data obtained from 10 students who were able to determine keywords in paragraph 1 were 6 students, students who were able to determine keywords in paragraph 2 were 6 students and students who were able to determine keywords in paragraph 3 were 8 students.

The keywords of a paragraph are important things that must be known by students to find out the main ideas and supporting ideas of a paragraph. From interviews conducted by researchers to students and teachers of grade IV SD Negeri Kota Baru VII regarding things that make it easier for students to determine keywords in paragraphs, students understand that determining keywords is based on the main sentence.

When looking for the main idea of a text, you must first understand the meaning of the main idea itself. Main ideas are the main ideas or main sentences contained in a paragraph to become keywords or main words (Budiningtyas, 2022). Keywords are words or phrases that stand out in titles, headings, subjects, abstracts or text, and notes of contents.

When students have determined the keywords from the reading, it will be easy to determine the main idea of the reading. Keywords are the main idea of a paragraph. Key words can be searched by analyzing word for word from the reading material after finding that students can conclude the main idea of the paragraph (Abiyanti 2017).

Grade IV students at SDN Kota Baru VII still have problems finding keywords to make it easier to determine the main idea. Because it focuses on the main sentence which is located at the beginning. Even though key words can be searched by analyzing word for

word from reading material after finding students can conclude the main ideas of paragraphs.

### **3.2 Reading Comprehension Ability of Grade IV Students at SDN Kota Baru VII Material Determining the Main Idea Viewed From Searching Finding Main Sentences in Paragraphs**

The data obtained from 10 students who were able to determine the main sentences in paragraph 1 were 6 students, students who were able to determine the main sentences in paragraph 2 were 6 students and students who were able to determine the main sentences in paragraph 3 were 8 students.

The main sentence of a paragraph is an important thing that must be known by students to know the main idea and supporting ideas of a paragraph. From interviews conducted by researchers to students and teachers of grade IV SD Negeri Kota Baru VII regarding things that make it easier for students to determine the main sentence in a paragraph, students look for the location of the main sentence at the beginning of the sentence, the middle of the sentence or the end of the sentence in the paragraph.

Based on the facts above, it can be concluded that the ability of class IV students at SDN Kota Baru VII in determining the main idea in terms of the location of the main sentence students only know that the main idea is at the beginning of the sentence. The main idea is indeed located in the main sentence which can be placed at the beginning, middle or end of a paragraph.

It should be emphasized that the main idea that forms the basis of a paragraph is called the main idea which is contained in the main sentence, while the sentences that support, explain or complete the main sentence in the paragraph are called explanatory sentences. How to determine the main idea of a paragraph, namely: 1) Read the sentences in the paragraph one by one; 2) Determine the core of the paragraph, the core of the paragraph is what is called the main idea (Novayanti & Setiyadi, 2020).

The main idea 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), the main idea is sometimes in the middle of the paragraph. It can be concluded that the main idea is the core of the main sentence contained in a paragraph to become the key word or main word (Anggitasari, Rukayah, & Kamsiyati 2020).

In the sample questions given to Grade IV students at SD Negeri Kota Baru VII, there are 3 paragraphs. Where students are asked to find the main idea. To make it easier for students to find the main idea, the researcher asks students to determine the main sentence first.

The main idea serves as the main, benchmark, or basis of reference in paragraphs. There is only one main idea in a paragraph. This main idea can be at the beginning, at the end, or in the middle of a paragraph. And is the core of the main sentence.

### **3.3 Reading Comprehension Ability of Grade IV Students at SDN Kota Baru VII Material Determining Main Ideas Viewed From Looking for Explanatory Sentences in Paragraphs**

Data obtained from 10 students who were able to determine explanatory sentences in paragraph 1 were 6 students, students who were able to determine explanatory sentences in paragraph 2 were 6 students and students who were able to determine explanatory sentences in paragraph 3 were 8 students.

The explanatory sentence of a paragraph is an important thing that must be known by students to know the main idea and supporting ideas of a paragraph. From interviews conducted by researchers to students and teachers of grade IV SD Negeri Kota Baru VII regarding things that make it easier for students to determine explanatory sentences in paragraphs, namely determining the location of the main sentence first, then students can determine the explanatory sentence.

Explanatory ideas are generally expressed by more than one sentence, sentences that contain explanatory ideas are called explanatory sentences. The difference between main ideas and supporting ideas is that the main ideas in the sentences contained in a paragraph only focus on the contents of the topic of the paragraph, while the supporting ideas in the sentences contained in a paragraph contain an explanation of the main topic discussed in the paragraph (Kurniasari, 2017).

In determining the main ideas of grade IV students at SDN Kota Baru VII, they only depend on the main sentence in the first paragraph. Even though the main idea is not always there or located at the beginning of the paragraph. So that in determining the explanatory sentence becomes less precise. Grade IV students at SDN Kota Baru VII still have problems finding explanatory sentences to make it easier to determine the main idea. Because it focuses on the main sentence which is located at the beginning. Even though the explanatory sentence is not always in the second, third, and so on.

### **3.4 Ability to Read Comprehension of Grade IV Students at SDN Kota Baru VII The Material of Determining Main Ideas is Viewed From Finding Conclusions in Paragraphs**

The data obtained from 10 students who were able to make conclusions in paragraph 1 were 6 students, students who were able to determine conclusions in paragraph 2 were 6 students and students who were able to determine conclusions in paragraph 3 were 6 students.

The conclusion of a paragraph is important for students to understand the content of the reading that is read. This must also be known by students to find out the main ideas and supporting ideas of a paragraph. From interviews conducted by researchers to students and teachers of grade IV SD Negeri Kota Baru VII regarding things that make it easier for students to determine conclusions in paragraphs is to look at the main sentence and then choose important words to add to the conclusion.

The main idea is also called the main idea, which is the idea that forms the core of a paragraph. Main sentences usually contain keywords, such as the most important, is, in principle, as a conclusion, the conclusion, so, thus, the point, all that shows, is (Hanifah & Hanifah, 2017).

In the example questions given to students to make it easier for students to determine the main idea, the researcher also asked them to write paragraph conclusions. This is intended so that students are stimulated to find where the main idea is. To determine the main idea of a paragraph can be determined from the conclusion. Where conclusions can be known explicitly and implicitly in a paragraph. Expressed when there are keywords, such as the most important, is, in principle, as a conclusion, the conclusion, so, thus, the point, all that shows, is. Meanwhile, it is implied that there is a final result based on the description that has been explained before or after an article.

Grade IV students at SDN Kota Baru VII still think that making conclusions to be used as main ideas is only from important words. Even though there are programs that can be used by students to determine conclusions to serve as main ideas. This method is to read and understand the reading text carefully and note important things in the reading.

## **4 CONCLUSION**

Based on the results of the previous research and discussion, the following conclusions can be drawn: (a) The ability to read comprehension of grade IV SDN Kota Baru VII students in determining keywords in paragraphs, namely students are able to determine keywords in paragraphs by first searching for the main sentence in the paragraph, (b) The ability to read comprehension of grade IV SDN Kota Baru VII students in determining the main sentence in a paragraph, namely students are able to determine the main sentence in a paragraph by identifying the location of the main sentence, but there are students who are

mistaken in determining the main sentence who think that the main sentence is always located at the beginning of the sentence in the paragraph, (c) The ability to read comprehension of grade IV SDN Kota Baru VII students in determining explanatory sentences in paragraphs, namely students are able to determine explanatory sentences when they have found the location of the main sentence but there are students who write incomplete explanatory sentences, (d) The ability to read comprehension of grade IV SDN Kota Baru VII students in determining conclusions on paragraphs, namely students are able to determine conclusions on paragraphs based on the main sentence added with important words in the paragraph.

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