

## **The Ability To Find the Main Idea in Paragraphs with the Scaffolded Reading Method Based on the Student Motivation**

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### **ABSTRACT**

This study is entitled The Ability to Find Main Ideas in Paragraphs with the Scaffolded Reading Method Based on Student Reading Motivation in Class XI SMP Negeri 2 Balaraja. This research was motivated by: 1) the existence of various facts that show that students' reading comprehension ability and reading motivation are low; 2) The ability to find the main idea in a paragraph is very important in an effort to understand a reading text. This study was conducted to determine the effect of the motivation-based Scaffolded Reading method on improving the ability of student learning outcomes in finding the main idea in paragraphs. The research was conducted in class IX-C SMPN 2 Balaraja. The method used in research is an experimental method with a quantitative approach. After knowing the results of data analysis that the application of the scaffolded reading method is effective in improving the ability to find the main idea in paragraphs, then it is better in learning reading comprehension this technique.

**Keywords:** Main Ideas; Scaffolded Method; Reading Motivation

### **INTRODUCTION**

Reading skills are one aspect that every elementary school to college student must have. Students who are less proficient in reading will have difficulty understanding the content of the reading they read, this will certainly affect student learning outcomes. Therefore, learning to read is made one of the subjects of discussion in Indonesian. Reading is an activity that students often do at school, because all lessons must use reading activities as a means of transferring information. Learning to read is defined as a series of activities that are not solely carried out so that students are able to read, but a process that involves all mental activities and thinking abilities of students in understanding, criticizing and producing a written discourse. Reading is a thought process to understand the content of the text being read. Reading is not just looking at a collection of letters that have formed words, but more than that reading is an activity of understanding and interpreting meaningful symbols / signs / writing so that the message conveyed by the author can be received by the reader.

The reality that occurs in schools when learning to read with reading sub-discussions to find the main idea of paragraphs, especially in SMP Negeri 2 Balaraja shows that this learning has not gone as expected. This is reinforced by the results of tests and student exercises regarding the skill of finding main ideas through intensive reading that students have, the results have not been maximized. Students lack understanding of the process and how to read well. In addition, students still have difficulty in understanding the content of the reading. The most common problem in reading comprehension is when students read a text and find words difficult to understand and lack understanding of the main idea of the text, so that students cannot understand the meaning of the text. This condition is a condition that is often found in the reading comprehension process, this usually occurs because of various things and habits of students who rarely read, and quickly forget the parts of the reading that have been read. Reality.

Thus, reading learning in schools needs attention to how students are able to understand the ideas or ideas contained in a reading. There are several ways that experts put forward. One way to improve reading comprehension skills is the Scaffolded Reading method which is a reading learning method that emphasizes efforts to develop students' reading skills through the preparation of reading activities in stages. The main purpose of this method is to encourage students to be able to have optimal reading skills. The encouragement given aims to build students' reading skills gradually starting from the comprehension stage, critical stage, to the creative stage.

Reading learning is directed at supporting students to be able to enjoy the reading activities they do. The first step of learning to read must have a goal so that students are motivated to read so that students can make reading activities a fun activity. Reading activities are not yet cultured. Ironically, the appalling condition is exacerbated by the presence of audio-visual media called television sets, and other sophisticated media. Students become increasingly lazy to read to find information and knowledge because they think it is enough to listen to various information from these media. Related to the above conditions, it is necessary to think about efforts to make students have the habit of reading as a favorite and daily need. It is interesting if a study is conducted on the application of the Scaffolded Reading method and reading motivation in intensive reading learning in junior high school. Research focused on the ability to find the main idea of paragraphs. The research method used is the experimental method. This study intends to test the effect of the Scaffolded Reading method and reading motivation on learning to find the main idea in paragraphs.

## **LITERATURE REVIEW**

### **Understanding Paragraphs and Main Ideas of Paragraphs**

The word paragraph comes from the Greek, *paraphros* which means writing next to or side, is a type of writing that has a purpose or idea. The beginning of the paragraph is marked by its entry into a new line. A paragraph usually consists of thoughts, ideas, or main ideas that are assisted by supporting sentences (<https://id.wikipedia.org/wiki/Paragraf>).

Paragraphs are the essence of pouring thoughts in an essay. In the paragraph, there is a unit of thought that is supported by all sentences in the paragraph, ranging from the introduction sentence, main sentence or topic sentence, explanatory sentences to the closing sentence. This set of sentences is interrelated in a series to form an idea (Akgift et al., 2012: 144). Paragraphs can also be stated as the shortest essay (short). With the existence of paragraphs, we d Tarigan (2008: 5) argue that paragraphs are a set of logically-systematically arranged sentences that are a unity of relevant thought expression and support the main thoughts implied in the whole essay. Meanwhile, according to Soedarso (2000: 66) argues that a paragraph is a collection of sentences that contain one idea. One paragraph contains one idea, one main thought, one theme, and one idea. A paragraph is a path taken by the author to convey.

- (1) The paragraph according to Marsa (2009: 2) can be summed up as follows. Paragraphs have the main idea expressed in the form of topic sentences. For the writer, the main idea is the controller of the paragraph content, while for the reader, the main idea is the key to understanding because it is a summary of the content of the paragraph.
- (2) A paragraph consists of several sentences which, based on its shape, a stretched paragraph is distinguished from a bent paragraph.
- (3) The main idea is expressed in the topic sentence.
- (4) One of the sentences in the paragraph is a topic sentence, the rest is a developer sentence that functions to expand the description, clarify, analyze, or explain the topic sentence.

According to Finoza (2013: 203) paragraph is a form of language in the form of a combination of sentences that are related and together form or build an idea or idea. According to Tampubolon (2008: 85) paragraph is the smallest development of an essay. As the smallest unit, a paragraph contains a central thought. It is this principal thought that is developed, in the sense that it is spelled out by the sentences that make up the paragraph. According to Iwuk (2008: 38) paragraphs are a collection of sentences that have thoughts or ideas. A paragraph is a part of a text that makes the text easier to read and understand.

Based on the opinions of these experts, it can be concluded that in principle a paragraph is a short essay consisting of several sentences, between one sentence and another sentence related and arranged systematically and has a main idea or main idea that animates the entire essay.

## **Reading Motivation**

The teaching and learning process requires motivation, because someone who does not have motivation in learning will not be able to do learning activities. This is a sign that something to be done does not touch his needs. In general, motivation theory is divided into two categories, namely content theory, which focuses on needs and goals, and process theory, which deals with how people behave and why they behave in certain ways. The term motivation comes from the word motive which can be interpreted as the force contained in the individual, which causes the individual to act or do. Motives cannot be observed directly but can be interpreted in behavior, in the form of stimuli, impulses, or energy generation of a particular behavior ( Hamzah, 2006: 3).

Understanding motivation according to experts varies but has the same relationship. Motivation is defined as a process that produces an individual's intensity, direction, and perseverance in an effort to achieve a goal. Zainal Aqib (2010: 50) explained that motivation is a change in energy in a person characterized by the emergence of feelings and reactions to achieve goals. Mc.Donald says that. Motivation is a change in energy in a person's person characterized by effective emergence (feelings) and reactions to achieve goals (Hamalik, 1992 in Saeful Bahri Djamarah, 2008: 148). It means that in a person there is a change in the form of physical activity because it has a certain goal in its activity, then a strong motivation arises in him to achieve the goal.

Reading motivation is also commonly called reading interest. It is noticed from among children, adolescents and students who do not have motivation / interest in reading, because of the lack of motivation given. If we are aware of the importance of reading, of course we can benefit greatly from reading. Taking a little time to read it will not cause harm in our lives. The motivation according to (Tarigan et al., 2011: 96). Learning motivation plays an important role in providing passion or enthusiasm in learning, so that strongly motivated students have a lot of energy to carry out learning activities". Khairani (2013: 177) argues that motivation is the driving force to do something in accordance with the goals set. Therefore, motivation is a very important part in an institution or oneself to achieve an achievement.

Eysenck et al. In Slameto (2013: 170) motivation is a process that determines the level of activity, intensity, consistency, and general direction of human behavior, this is a complicated concept and is related to other concepts such as interests, self-concepts, attitudes and others. Based on these opinions, it can be argued that learning motivation is a driver arising from the mental strength of students and from the creation of learning conditions in such a way as to achieve the learning goals themselves. In simple terms, we can conclude that motivation is something that can encourage someone to do something. If the notion of motivation is associated with

aspects of education / learning of a person, it can be formulated as the willingness of students to do their tasks so that learning objectives can be achieved properly.

### **Scaffolding Reading Method**

In English the word scaffolded means scaffolded. Scaffolding is understood as a building construction technique, which is an effort to install or arrange blocks, wood or iron. In the context of learning, the use of the term scaffolded reading is an active learning method from the constructivism learning theory developed by Lec Vygotsky. Scaffolded learning can be interpreted as a technique of providing structured learning support, which encourages students to learn independently. The provision of support is provided in line with the increase in students' ability to learn independently.

The Scaffolded Reading method is a development of the Team Assisted Individualy Cooperative method. According to Septiana et. Al. (2015) "Scaffolded Reading model is a special learning of language subjects in order to read and find the main idea, main thought or theme of a discourse". Meanwhile, according to Abidin (2013: 170) scaffolded reading is a reading learning method that emphasizes efforts to develop students' reading skills through the preparation of reading activities in stages. (Yanti, 2019) said that the scaffolded method is a method used by teachers because students are given the freedom to think and solve problems on their own by being given assistance such as direction and support so that learning is more focused and learning goals are achieved. According to Applebee and Langer Apriyanti (2011), namely: 1) Intentionality, which is to clarify the complex parts that students will master into several parts that are specific, clear, and one case.

### **METHOD**

This research uses an experimental method. This method is used according to the variables and research problems. This method is used to find empirical evidence regarding the influence of reading motivation with the lecture method in learning to find the main idea in paragraphs.

### **RESULT AND DISUSSION**

This section is the result of research on Scaffolded Reading (A1) learning techniques and reading motivation (A2) and the ability to find the main idea in paragraph (Y). The implementation of quasi-experimental research involves two groups, namely the experimental group and the control group. The experimental group used the Scaffolded Reading learning method and the control group used the lecture learning method. Based on reading motivation as a moderator variable The data in this study was obtained by researchers through several techniques, namely test techniques, and questionnaire techniques. The test technique is used by researchers to determine the results of students' reading learning in the subject of

finding the main idea in paragraphs in classes IX-C and IX E SMP Negeri 2 Balaraja. The test tool used is a reading ability test to find the main ideas that belong to the reading comprehension test. The questionnaire technique was also used to determine the level of reading motivation of grade IX-C and IX-E STUDENTS OF SMP Negeri 2 Balarajareading motivation.

In this study, the author acts as a researcher. The activities carried out at the planning stage of this research are preparing test tools for the ability to find the main ideas in paragraphs in the form of multiple-choice tests, Learning Implementation Plans (RPP), making assessment guidelines, preparing material in accordance with the competencies to be taught and making learning media in the form of discourse texts. The data in this study was obtained by researchers through several techniques, namely test techniques, and questionnaire techniques. The test technique is used by researchers to determine the results of students' reading learning in the subject of finding the main idea in paragraphs in classes IX-C and IX E SMP Negeri 2 Balaraja. The test tool used is a reading ability test to find the main ideas that belong to the reading comprehension test. The questionnaire technique was also used to determine the level of reading motivation of grade IX-C and IX-E STUDENTS OF SMP Negeri 2 Balaraja.

The ability to find the main idea in the paragraphs of students who use the Scaffolded Reading learning method in the experimental class, namely IX-C which has a total of 46 students. Before being given treatment, students are first tested with an instrument testing the ability to find the main idea in the paragraph, with the aim of knowing the student's initial ability to read the material to find the main idea in the paragraph. After the initial test, students are given learning treatment with the Scaffolded Reading learning method. Then students are given a final test with an instrument testing the ability to find the main idea on the paragraph. The values obtained from the initial test and the final test are then analyzed.

#### **Ability to Find Main Ideas in Student Paragraphs Using the Lecture Learning Method**

The ability to find the main idea in paragraphs using the lecture learning method in class IX-E with a total of 46 students. Before carrying out learning, students are first given an initial test with an instrument testing the ability to find the main idea in paragraphs. After the initial test, students learn using lecture learning techniques, at the end of learning students are given back tests of the ability to find the main idea in paragraphs. The values obtained from the initial test and the final test are analyzed.

#### **Ability to Find Main Ideas in Student Paragraphs Based on High Reading Motivation**

The ability to find the main idea in the paragraphs of groups of students who have high reading motivation was obtained from the final tests given in the experimental class and the control class. The analysis of learning to read found the main idea in the paragraph based on high reading motivation.

### **Ability to Find Main Ideas in Paragraphs among Students Low Reading Motivation (B2)**

The ability to find the main idea in the paragraphs of the group of students who have high reading motivation was obtained from the final test given in the experimental class and the control class.

### **CONCLUSION**

Based on the data obtained from the results of hypothesis testing and discussion of research results, it can be concluded as follows.

1. There are differences in the ability to find the main idea from several articles and books through extensive reading activities with the subject matter of finding the main idea in paragraphs, by applying the Scaffolded Reading method and reading motivation has increased compared to learning to read with the lecture method. This can be seen from the final test results of experimental class students who have a higher average score, than the average score of the final test
2. There are positive differences in reading motivation on the ability to find the main idea in paragraphs and reading motivation using the Scaffolded Reading learning method for grade IX students at SMP Negeri 2 Balaraja. There are differences in the ability to find the main idea in the paragraphs of students who have high reading motivation greater than students who have low reading motivation, this can be seen in the average learning outcomes of finding the main idea in the paragraphs of students who have high reading motivation and the average students who have low reading motivation.
3. There is a difference in the ability to find the main idea in the paragraph between students who use the lecture learning method with high reading motivation and low reading motivation, so there is a significant difference between the lecture learning method with high reading motivation and low reading motivation on the ability to find the main idea in the paragraph.

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