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Ismail S Wekke


*Proceeding of 1st International Student Colloquium in Conjunction with SEAAM 2nd Students
Mobility Program for Southeast Asia 2019*

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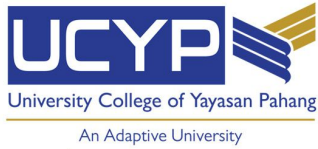


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Lecture Theater, UCYP Main Campus Tanjung Lumpur, Kuantan,
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Adaptive Strategies for Sustainable Education

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Lecturer Theater, UCYP Main Campus Tanjung Lumpur,
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Preface

This book is the compilation of papers from 1st International Student Colloquium in Conjunction upon a theme “**Adaptive Strategies for Sustainable Education**”, which was held on November 30th, 2019. This colloquium was jointly organized by *University College of Yayasan Pahang (UCYP) & South-East Asia Academic Mobility (SEAAM) in Collaboration with Sekolah Tinggi Agama Islam Negeri (STAIN) Sorong, Universitas Muhammadiyah Sorong (UMS), Institut Agama Islam Negeri (IAIN) Pare-Pare, Institut Agama Islam Negeri (IAIN) Ternate, Institut Agama Islam Negeri (IAIN) Kendari, Institut Agama Islam Negeri (IAIN) Padangsidempuan and Universitas Negeri Padang (UNP).*

As the chair of 1st International Student Colloquium, it gives me great pleasure to extend my warm welcome to all the 1st International Student Colloquium delegates. I would like to express my utmost appreciation and sincere thanks for your support. Without the tremendous support, this special event would not have materialized. On behalf of the organizing committee, I would like also to acknowledge our gratefulness and appreciation to all the sponsors and partners who have been supportive in ensuring the success of this event. The main aim of organizing this event is to offer a platform for researcher, academics, and students to present, share and promote their research and development strengths, particularly issues in education. This conference theme has attracted Malaysian students and international participants from 5 (five) countries including Indonesia and Thailand. Following the double-blind peer-reviewing process, a total of 34 abstracts were accepted for presentation and a total of 18 full papers were accepted for publication (in E-Proceeding).

Overall, the articles raise many concepts with aim to meet questions regarding the Adaptive Strategies for Sustainable Education. It considers thousands of alternative ways to explore the opportunities in sustainable education in discussion of conceptual papers, case study and empirical research. This volume is an important addition to the literature on education. It may also be valuable to an audience beyond academia interested in culture and social studies.

Last but not least, I would like to express my gratitude and credit to all members of the organizing committee for their full assistance and hard work throughout the year of 2019. This event would not have been possible without the help of them and their devotion to work in making this colloquium a success is greatly appreciated.

Kuantan, November 2019

Chairman of 1st International Student Colloquium

The Effect of Determining Main Ideas Strategy on Students' Reading Comprehension

Riandry fadilah Nasution¹, Eka Sustri Harida², Rafika Sa'adah Siregar³, Sasmita Trihoran⁴, Anisa Dayanti Hasibuan⁵

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Abstract

This research is focused on the effect of Determining Main Ideas strategy on students' reading comprehension. The problems of this research were that most of students get low achievement in reading comprehension, students having lack of motivation in reading, also students did not have good reading strategies, they just read a text without comprehending. The purpose of this research was to find out the effect of Determining Main Ideas strategy on students' reading comprehension. This research employed experimental research. The population of this research was the eighth grade of SMP N 5 Padangsidempuan. The total population were thirteen classes. Then, the sample of the research was two classes, experiment class (VIII-5) and control class (VIII-6). It was taken randomly after conducting normality and homogeneity test. To collect the data, researcher used test for measuring students' reading comprehension. To analysis the data, the researcher used t-test. Based on the result of the research, researcher showed the description of the data was found that the result of experimental class was higher than control class ($81.15 > 65$), and the score of t_{count} was bigger than t_{table} ($32.35 > 2.000$). It means that the hypothesis alternative (H_a) was accepted. It was concluded that there was the significant effect of Determining Main Ideas strategy on students' reading comprehension at grade VIII of SMP N 5 Padangsidempuan.

Keywords: *Main Idea, Reading Comprehension.*

Introduction

Reading is a complex process that includes the physical and mental process. The physical activities occur by stimulation of the eyes. This activity is begun by observing pictures or sounds of the written language. Reading is one of the important skills in English, students can get information and they can increase their knowledge and experiences through reading. By having a good skill in reading, the students will be easy to get information from many sources from books, magazines, newspapers, and brochures. On the other hand, if the students have a good ability in reading, they will be successful in their study and can understand what the text about.

Reading has a lot of significances. The first, reading is an essential skill for learners of English as a foreign language. For most of these learners, it is one of the important skill that must be mastered in order to ensure success in learning English, and also in learning any contents class where reading in English is required. The second, reading can activate the mind, gaining a lot of knowledge about many things in the world such as sciences, technology, sports, arts, cultures, and religious. The third, reading can enrich the knowledge, interacting with the feelings and thought, obtaining information and improving the science or knowledge and also give pleasure.

The second, based on interview of the researchers with the teachers, it is found that many students were lacking in vocabulary and motivation in reading and seldom practice the reading habit. They just read a text, and accept what they have read directly without comparing and connecting what they were reading with their background knowledge.

The last, most of them did not understand the text that they read and did not have the strategy in reading, getting stressed and tired in reading comprehension. They do not have a

trick or technique to make reading easier. So, the students can not comprehend the text well. Finally, most of students failed in understanding the text.

To solve the problem in reading, there are some alternative reading strategies that are available and applicable. As researchers know, there are many techniques, strategies or methods that can increase the students` ability in reading comprehension, such as, SQ3R (Survey, Question, Read, Recite, Review), PQ4R (Pre reading, Question, Read, Recite, Review), Questioning, Using Fix-up Options, and Synthesizing.

From the problems above, the researcher selected determining main ideas strategy because determining main ideas are easier for studying in reading at grade eight and the learning procedures of this strategy is simple for comprehension, also the researchers are interested to do the research about these problems and it will be given the reason about this strategy. The first, Determining Main Ideas strategy is the strategy that used to assist in reading and comprehending a foreign language literature. Usually, the students` learning materials are text books which contain a lot of passage. The passage consist of some paragraphs that contains and builds some idea. So, the students need to comprehend the paragraph. Further, Determining Main Ideas is a strategy to comprehend the text.

The second, many researcher have done research about Determining Main Ideas strategy, and this strategy has been proven as an efficient reading strategy in reading comprehension. The main idea is the central, or most important, idea in a paragraph or passage. It states the purpose and sets the direction of the paragraph or passage. Moreover, it provides a mechanism for increasing understanding and memory. When the main idea of a paragraph is stated, it is most often found in the first sentence of the paragraph. However, the main idea may be found in any sentence of the paragraph. Main idea directives are also characteristic to learn about the generalizability of previous findings. Durkin`s definition of comprehension instruction in basal reader manuals was altered to establish a general definition of main idea explanation “a manual suggests that a teacher say something that ought to help children acquire the ability to identify the main idea in connected discourse”.¹

Based on the explanation above, the researcher interested in doing research with the title “The Effect of Determining Main Ideas Strategy toward Students` Reading Comprehension. The researcher would explore the difference of reading comprehension by using Determining Main Ideas strategy in the classroom with the conventional way of teacher in teaching reading skill.

Literature Review

Determining Main Idea

a. Definition of Main Idea

Main idea refers to the essence of the paragraph, or rather what the author is trying to get across to the reader. In other words, the main idea is what the author will develop throughout the paragraph. The function of the entire paragraph is to explain, develop, and support the main idea. The main idea of paragraph tells us what the author wants us to know about the topic. The writer in one or more sentences within the paragraph usually directly states the main idea. Once the people can find the topic, they are ready to find the main idea. The main idea is the point of the paragraph. It is the most important thought about the topic.²

b. Principles of Main Ideas

¹ Victoria Chou and Beverly Milligan, “*Journal of Reading Behavior: Main Idea Identification*” (University of Illinois at Chicago, College of Education Chicago IL 60680): Chicago, 1984) p. 191

²Judi Moreillion, *Collaborative Strategy for Teaching Reading Comprehension*, (American American Library Association: American, 2007) p.32

There are some principles of determining main ideas, they are:

- 1) Students are given an understanding about the search for the main idea in a text.
- 2) The teacher explains the ways in finding the main idea in the text and assigning students to look for the main idea in the text using the method described.
- 3) The value of students drawn from the findings of the main idea in the text using the methods described in the study.

From the principles above it can be concluded that the strategy Determining the main ideas to motivate students in tasks to be better and more stable in reading comprehension.

c. Goals and Objective of Main Ideas

The use of determining of main ideas strategy make learning becomes fun and learning material becomes easy to understand. Students are given the chance to work together after learning process, except in quizzes. Student work in pair in exchange their answers, discussing the difference in answers. So, every student is able to master their lesson.

Determining main ideas can motivate students to work together in mastering the skill in order to understand the passage of the paragraph.

d. Learning Procedures of Determining Main Ideas

The procedures of Determining Main Ideas. These are the strategies of determining main ideas:

- 1) The purpose for reading
The purpose for reading is clearly stated at the beginning.
- 2) Excerpt
The learner first reads through the entire excerpt, then reviews the purpose for reading and reads through the excerpt a second time.
- 3) Deleting and substituting
Deleting unimportant information by striking it through with a pencil, adding substitutions with pen, and using highlighters to flag main ideas.
- 4) Notemaking
From the notes, we can compose a summary in our own words and in complete sentences.
- 5) Main ideas
Here we take from the topic of paragraph that include as notemaking become main ideas.
- 6) New question
Then students are also encouraged to record their questions as they make notes or summary. So, in this last procedure the answer of question as main idea.³

e. Evaluation of Determining Main Ideas

There is important point to evaluate Determining Main Ideas:⁴

- 1) Test
In individual quiz are given one quiz per student. There are some determine of tests like in the following explanation:
 - a) Distribute the quiz and give the students adequate time to complete it. Do not let students work together on the quiz at this point students must

³*Ibid*, p. 100.

⁴ Robert E. Slavin, *Cooperative: Theory, Research, and Practice* (USA: Singapore, 1994), p. 5.

show what they have learned as individuals. Have students move their desks apart if this is possible.

- b) Either allow students to exchange papers with members with members of other teams, or collect the quizzes to score after class. Be sure to have the quizzes scored and team scores figures in time for the next class.

Reading Comprehension

Goodman defines reading comprehension as interaction between thought and language and bases evaluation of success in comprehension on the extent to which the readers reconstruct the message. Thorndike equates reading comprehension with verbal reasoning. Efforts to increase comprehension should concentrate on improving thinking abilities and should not attempt to deal with hypothesized separate skills that research has failed to validate.

Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structure of the text. The second factor is that the reader is able to exercise meta cognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.⁵

Research Methodology

Research Design

The kind of this research is an experimental research utilizing quantitative methods. The design is presented as follows:

Table 1. *Research Design*

The Teaching of Reading (X)	Reading Comprehension Achievement (Y)
Experimental class with the use of Determining Main Ideas (X ₁)	X ₁ Y
Control class with conventional method (X ₂)	X ₂ Y

In which:

X₁Y = students' reading comprehension in class with Determining Main Ideas

X₂Y = students' reading comprehension achievement in class with conventional method.

Population and Sample

The population of the research is grade VIII students at SMP N 5 Padangsidempuan in 2015/2016 academic year. There are thirteen classes and these classes of 369 students. In this research, the researcher uses random sampling. The researcher chooses two classes. The researcher chose VIII-1 consists of 30 students and VIII-3 consists of 30 students. Therefore, the total samples was at 60 students.

Research Instrument

In this research, the researcher used achievement test. Reading comprehension have six indicators, the indicators were that students are able to find the topic of the text, able to identify main idea of the text, to identify information needed from the text, give conclusion to the text and understand the vocabulary from text.

Table 3. *Indicators of Reading Comprehension Test*

⁵ Karen Tankersley, *The Threads of Reading Strategies for Literacy Development* (USA: ASCD, 2003), P. 90.

No.	Indicators	Items	Score	Total Score
1.	Able to identify main ideas of the text	4	5	20
2.	Able to find the topic of the text	4	5	20
3.	Able to identify the supporting sentences of the text	4	5	20
4.	Able to give the better of vocabulary	4	5	20
5.	Able to give conclusion	4	5	20
				100

Technique of data collecting

1. Pre-test

The pre-test is conducted to find out the homogeneity of the sample. The function of the pre-test is to find the mean score of the Determining Main Ideas and Conventional before the researcher give treatment to the experimental. In this case, the researcher used some steps. They were:

2. Treatment

The treatment will be done after the pre-test. The experimental class using by Determining Main Ideas strategy and the control class using by conventional strategy. The procedures of treatment for the control class by using conventional strategy.

3. Post-test

After giving treatment, the researcher conducted a post-test which was a different test with the pre-test and have not been conducted previously in the research. This post-test is the final test in the research, especially measuring the treatment, whether "there is an effect or not".

Technique of Data Analysis

a. Requirement test

Requirement test have measured normality and homogeneity of the data. The reseacher has used Chi-Quadrate to calculate normality of the test. Homogeneity test was used to find out the variancess. The data were calculated by using uses Harly test as follow:⁶

$$F = \frac{\text{The biggest varian}}{\text{The smallest variant}}$$

b. Hypothesis Test

In analysis data, researcher used t-test to test hypothesis, as follow:⁷

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Result Of The Research

Description of the Data

⁶*Ibid*, p. 250.

⁷Suhaesimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2006), p. 311.

1. The Score of Pre-test in Experimental Class

Based on the calculation of students` answer to the test in pre-test researcher drawn the score of the students in experimental class in the appendix 18. Next researcher drawn the table sum as follow:

The Score of Pre-test in Experimental Class

Total	2175
Highest score	75
Lowest score	45
Mean	70
Median	72.3
Modus	67.5
Range	30
Interval	5
Standard deviation	9.5
Variants	99.4

Based on the table above the total score of experimental class in pre-test was 2175, mean was 70, standard deviation was 9.5, variants was 99.4, median was 72.3, range was 30, modus was 67.5, interval was 5.

The Score of Pre-test in Control Class

In pre-test in control class, the researcher calculated the result gathered from the students answering the test at the control class. Next, the researcher drew the table sum as follow:

The Score of Pre-test in Control Class

In pre-test in control class, the researcher calculated the result that is gotten by the students in answering the test at the control class.. Next, researcher drawn the table sum as follow:

Total	1675
Highest score	75
Lowest score	45
Mean	70.3
Median	72.4
Modus	67.5
Range	30
Interval	5
Standard deviation	9.05
Variants	88.96

Based on the table sum of score in control class was 1675, researcher got the highest score was 75, the lowest score was 45, mean was 70.3, median was 72.4, modus was 67.5, range was 30, interval was 5, standard deviation was 9.05, and the last variant was 88.96.

Score Students` Averages Ability in Pre-test

In the third score there were score of pre-test in experimental class and control class.

Items	Pre-test		Items	Pre-test	
	Exp. Class	Cont. Class		Exp. Class	Cont. Class
1	0.54	0.40	11	0.68	0.70
2	0.54	0.48	12	0.62	0.70
3	0.57	0.55	13	0.60	0.62
4	0.60	0.44	14	0.62	0.70
5	0.60	0.66	15	0.62	0.59
6	0.57	0.51	16	0.68	0.81
7	0.57	0.66	17	0.60	0.62
8	0.60	0.51	18	0.68	0.66
9	0.80	0.74	19	0.57	0.62
10	0.68	0.59	20	0.65	0.62

The Score of Post-test in Experimental Class

After doing the pre-test, researcher gave the post-test as the final test and the post-test was given to the student after the researcher has given prior instructions. Based on the calculation of students` answer to the test in post-test, researcher drawn the score of the students in experimental class in the appendix 20. Next, the researcher drew the table sum as follow:

The Score of Post-test in Experimental Class

Total	2825
Highest score	95
Lowest score	65
Mean	81.15
Median	7.7
Modus	81.75
Range	30
Interval	5
Standard deviation	8.2
Variants	64.91

Based on the table above the total score of experimental class in post-test was 2825, mean was 81.15, standard deviation was 8.2, variants was 64.91, median was 7.7, range was 30, modus was 81.75, interval was 5. The researcher got the highest score was 95 and the lowest score was 65.

The Score of Post-test in Control Class

Based on the calculation of post-test, researcher drew the score of the students in control class in appendix 21. Next researcher drew the table sum as below:

The Score of Post-test in Control Class

Total	1810
-------	------

Highest score	80
Lowest score	50
Mean	65
Median	72
Modus	66.35
Range	30
Interval	5
Standard deviation	8.4
Variants	73.50

Based on the table above the total score of control class in post-test was 1810, mean was 65, standard deviation was 8.4, variants was 73.50, median was 72, range was 30, modus was 66.35, interval was 5. The researcher got the highest score was 80 and the lowest score was 50.

Technique of Data Analysis

Normality of Experimental Class and Control Class in Pre-test

Class	Normality		Homogeneity	
	Test		Test	
	t_{count}	t_{table}	t_{count}	t_{table}
Experiment Class	3.56	5.991		
Control Class	1.91	5.991	1.11 < 2.042	

Based on the table above researcher calculation, the score of experimental class $Lo=3.56 < Lt=5.991$ with $n=35$ and control class $Lo=1.91 < Lt=5.991$ with $n=27$, and real level $\alpha 0.05$. Cause $Lo < Lt$ in the both class. So, H_a was accepted. It meant that experiment class and control class were distributed normally.

Homogeneity of Experimental Class and Control Class in Pre-test

The coefficient of $F_{count} = 1.11$ was compared with F table. Where F table was determined at real $\alpha = 0.05$, and the different numerator $dk = N-1 = 35-1=34$ and denominator $dk N-1 = 27-1=26$ So, by using the list of critical value at F distribution is got $F_{0.05} = 2.042$ and 2.052 . It showed that $F_{count} (1.11) < F_{table} (2.042 \& 2.052)$. So, the researcher concluded that the variant from the data of the students' Reading Comprehension at SMPN 5 Padangsidimpuan by experimental and control class was homogen.

Normality of experimental class and control class in post-test

Class	Normality		Homogeneity	
	Test		Test	
	t_{count}	t_{table}	t_{count}	t_{table}
Experiment Class	2.28	5.991		
Control Class	3.11	5.991	1.13 < 2.042	

Based on the table above, the score of experimental class $Lo=2.28 < Lt=5.991$ with $n=35$ and control class $Lo=3.11 < Lt=5.991$ with $n=27$, real level α was 0.05 , Cause $Lo < Lt$ in the both class. So, H_a was accepted, it meant that experiment class and control class were distributed normally.

Homogeneity of Experimental Class and Control Class in Post-Test

The coefficient of $F_{count} = 1.13$ was compared with F table. Where F table was determined at real $\alpha = 0.05$, and the different numerator $dk = N-1 = 35-1=34$ and denominator $dk N-1 = 27-1=26$ So, by using the list of critical value at F distribution was got $F_{0.05} = 2.042$ and 2.052 . It

show that $F_{\text{count}} (1.13) < F_{\text{table}} (2.042 \ \& \ 2052)$. So, the researcher concluded that the variant from the data of the students' Reading Comprehension at SMPN 5 Padangsidimpuan by experimental and control class was homogenous

Hypothesis Test

The data would be analyzed to prove hypothesis by using formula of T-test. Hypothesis alternative (H_a) of research was "There was the effect of Determining Main Ideas Strategy on Students' Reading Comprehension.

Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
1.59	2.000	32.35	2.000

Where:

$H_a: \mu_1 > \mu_2$ " Determining Main Ideas strategy better than conventional strategy on Students' Reading Comprehension."

Based on researcher calculation, researcher found that $t_{\text{count}} 32.35$. while $t_{\text{table}} 2.000$. With opportunity $(1 - \alpha) = 1-5\% = 95\%$ and $dt = (n_1 + n_2 - 2) = (35+ 27- 2) = 60$, cause $t_{\text{count}} > t_{\text{table}}$ ($32.35 > 2.000$). It means that hypothesis (H_a) was accepted. So, there is the significant effect of Determining Main Ideas strategy on Students' Reading Comprehension. In this case, the mean score of experiment class by using Determining Main Ideas startegy was 81.15, and mean score of control class was 65.

Discussion

Based on the results above, score of pre-test was lowest than post-test. So, it canbe concluded that Determining Main Ideas strategy gave the most effect on students` reading comprehension than all the other titles in related findings (Cooperative Integrated Reading Composition CIRC), Student Team Achievement Division (STAD), Critical Reading) and using Determining Main Ideas strategy gave the significant effect on students` reading comprehension at grade VIII SMP N 5 Padangsidimpuan where it was in linewith Durkin's theory which is thedefinition of comprehension instruction in basal reader manuals was altered to establish a general definition of main idea explanation "a manual suggests that a teacher say something that ought to help children acquire the ability to identify the main idea in connected discourse".⁸ So, Determining Main Ideas strategy has given the effect to the researcher that has been done by researcher or the other researcher who mentioned in related findings. From the result of the research that was previously stated, it was proved that the students of the experimental class who were taught reading by using Determining Main Ideas strategy got better results than the control class that were taught reading using conventional strategies.

Conclusion

Based on the result of the research and calculation of the data, the researcher arrived at the conclusion that Determining Main Ideas strategy has a positiveeffect on the students` reading comprehension. It can be seen from the result of data analysis that was described in the previous chapter. From the calculation of t_{count} is 32.35 while t_{table} score is 2.000. Researcher concluded the hypothesis was accepted because $t_{\text{count}} (32.35 > 2.000)$. In which the mean score of experimental class was bigger than control class ($81.15 > 65$). So, there is a positive effect of Determining Main Ideas strategy on students` reading comprehension

⁸ Victoria Chou and Beverly Milligan, "Journal of Reading Behavior: Main Idea Identification" (University of Illinois at Chicago, College of Education Chicago IL 60680): Chicago, 1984) p. 191

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