A Study on Students' Ability in Identifying Types of Supporting Ideas in The Texts

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Abstract: This research is concerned about students' ability in identifying types of supporting ideas of text (Example and Illustration, Reason, Facts Statistics, and Description). The aim of this research is to increase their knowledge about types of supporting detail so they are not only read a text but also know about types of supporting detail. This research used descriptive quantitative, the writer taken the data used test; the test consists of ten items. After analyzing the data, writer concluded that the English students at the fourth semester in identifying types of supporting ideas were categorized into good level. The writer found that there were some of students have low proficiency in identifying types of supporting details and most of students have a good proficiency.
Key words: Types of supporting ideas, Students' ability

1. Introduction

Language is a tool of communication that used by people to communicate and share information each other. English is one of language and it is used as an International language, so people around the world use it. Some countries such as Indonesia use English for communicating as foreign language, so English is used a compulsory subject at school. There are four skills in English, they are: speaking, listening, writing, and reading, and the language components vocabulary, language, pronunciation, and spelling. The fourth language skills and language components will give direct contribution to the ability on the application.

According to Grellet Francoise, (1981: 7)" Reading is understand a written text. It means, extracting the required information from it as efficient as possible."Reading is constant process of questing and what it brings to the text is often more important than what one finds in it.

Reading is a one of the skills that every students that should be mastered by students. They should have well understanding and comprehending of communication through reading. Students have to able to read the texts effectively and efficiently. Reading is very important for the people, especially for students. Reading is one of skill to get information knowledge from the texts. Text is main printed part of a book or magazine. Then reading is a key to success in academic pursuits of everyday living. The students should be able to have a good reading strategy in understanding the material that they read. Reading is a compulsory subject for English Education and it has been taught from the first until the third semester. Even though the students have been studied English especially reading for three years at Junior High School, three years at Senior High School and at their University.

Especially fourth semester students of English department have studied about reading for three semesters; it's not guarantee that they can mastery reading well. In fact, based on the writer's experience, the fourth semester students still have low proficiency in reading comprehension, especially their problems in identifying the types of supporting idea based on the texts, as follows: example and illustration, facts and statistics, reasons, and descriptions. Supporting idea is the key to understanding how the author develops and connects their ideas in the paragraph. There are some problems that faced by students in identifying types of supporting ideas, they still don't understand about types of supporting ideas that the author develops their idea in paragraph. And they are not able to find and recognize types of supporting ideas when they read a text. Then some of students still confused to find main idea. And they still do not know to differentiate between topic sentence, controlling idea and supporting ideas. So, based on the problem above and the writer's experience when she studied, the writer is interested in carrying out the research.

2. Method

This research focused on the students' ability in identifying types of supporting ideas of texts. It used quantitative approach, there is one variable that is identifying types of supporting ides in text.

Gay (1987) states that quantitative research involves collecting the data in order to test or to answer questions concerning to the status of subject of study.The instrument of the research is written test. In this study, the researcher took data from the students' answer of test. The total of test was 10 items; the students should answer this test based on the instructions that have been given by researcher. This test or paragraph of texts adopted from the book "College Reading and Study Skills and Efficient and Flexible Reading (Kathleen: 1992).

Table 2.1 Clues of Supporting ideas / details

Types of supporting detail	Clues	Example
Illustration or Example	For Example, For instance, to illustrate, such as, included are, and so on.	For instance…
Facts and Statistics	Numbers (words or digits): words expressing quantities. What? When? Where? How? And Why?	1.398.000 gallons of oil
Reasons	*Because consequently, for that reason, as a result, enumeration: one cause, a second cause, etc.*	Consequently, air flows upward
Description	Physical features	Sight, smell, touch, taste, sound

The researcher had asked of English Students at the fourth semester to fill in the test based on the student's ability. The test consists of ten items; that was consisting of ten texts and the English students should determine types of supporting details based on the text that the writer given.The researcher collected the data of this research, it was test. The writer came to the class and explained the types of supporting ideas or details. Then, the writer gave ten texts to the students. The students were given 90 minutes to finish all the text. After the students already done answer the questions. The researcher took all of answer sheets and analyzed the result of test to get the score of the students' ability in identifying types of supporting ideas. After that, the final score of the test will be calculated by using the certain formula.

The test quoted by Kathleen "Efficient and Flexible Reading and College Reading and Reading Skills."The data was obtained from the test as quantitative data were analyzed by using this formula:

To know each students 'score:

$$M = \frac{X}{N} \times 100$$

(Harahap, 1998:52)

Notation
M = students' score
X= total of correct answer
N= number of item

1. the students' score into percentage the formula is:

$$NP = \frac{R}{SM} \times 100$$

NP = percentage
R   = students score
SM =intended max score
100= constant number

Ngalim Puwanto(2006: 102)

2.   To find mean score

$$\overline{X} = \frac{\sum X}{N}$$

Notation:
$\overline{X}$ = Mean score
X = each individual score
N = Number of respondent

(Brown, James Dean, 1988:66)

3.   Result and Discussion

This part deals with answering question of the statements of problems.Based on the result of data in field of the study can be concluded as in the following:

1. The average score of the respondents in identifying types of supporting ideas (Illustration and Example, Facts and Statistics, Reason and Description) was 3130: 40= 78.
2. Student's ability in identifying types of supporting ideas at the fourth semester can be categorized into "Good categorize", it means the students able to identify types of supporting ideas.

Based on the result of students' ability in identifying Types of supporting ideas, the total of tests were 10 that consist of 4 indicators (Illustration and Example, Facts and Statistics, Reason and Description. Total of Example score were 680, total of Facts score were 1370, total of Reason score were 810 and the total Description score were 360. The Illustration and Example was in question number 2 & 9, and then the Facts and Statistics was in question number 10,8,4,3, beside that the Reason was in question number 1, 5, 6 and the last the Description was in question number 7.So based on the result"Examples and illustration", there were 29 students could answer all of questions, and there were 10 students, they could answer one question, then there was only one student could not answer the question. Then to "Fact and Statistics, there were 16 students, they could answer all of questions, and there were 17 students got one incorrect question, there were 6 students could answer 2 of 4 questions, and there was one student could answer number 1 of 4 questions, while "Reason" the total of items tests were 3 questions, there were 8 students could answer all of the questions and the last the question of indicator number 4 (Description) just one question and almost of English students could answer this question, they were 36 students and some of them could not answer it, they were 4 students.

4. Conclusion

The researcher holds this research to know the students' ability in identifying types of supporting ideas, the sample of the research were 40 students. The test of consists of ten questions, the questions quoted by Kathleen

From the data analyzing, the researcher concluded that the English students at the fourth semester FKIP UIR in identifying types of supporting ideas is categorized into good level. The score of the students got Excellent, F = 13, P = 32, 5% of total respondents, the total of them who achieved "Level Good", F = 15, P = 37, 5% of total respondents, and the total of the respondents who achieved "Fairly good", F = 9, P = 22, 5% of total respondents, in other hand the total respondents who achieved "Fair, F = 2, P = 5% of the total respondents, and finally the total of respondents who achieved "Level   .

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