



ANALYSIS OF ABILITY TO DEVELOP IDEA AND IDEAS IN PARAGRAPH

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Article history:	Abstract:
Received: October 20 th 2021 Accepted: November 20 th 2021 Published: December 30 th 2021	The purpose of the research is to make students understand the importance of ideas and ideas in the background paragraph of chapter I introductory thesis. The problem "How is the understanding and use of a series of sentences containing ideas and ideas in the background paragraphs of the undergraduate thesis of PGSD students"?. Research subjects 40 theses. The technique of collecting data is reading the results of student thesis work using an introductory paragraph instrument containing (1) ideas, ideas, (2) diction, structure, (3) spelling, (4) content, referring to dimensions I, II, III, IV, V. Assessment rubric technique data collection tool . It was concluded that the results of this study obtained qualifications; very good 2 people (40 %), good 3 people (15%), enough 14 people (70%), less 15 people (75%), not successful 6 people (30%).

Keywords: Idea, Idea, Paragraph

INTRODUCTION

Every writing, especially scientific work, composes sentences in the form of paragraphs. The series of sentences are the author's ideas accompanied by expert ideas or statements that support the idea according to the description of a certain title, topic, or theme. Idea is the author's view of the title, or topic. Ideas are expert statements that support the ideas presented by the author. The series of sentences of ideas and statements of experts that support the title, topic or keyword of the title are described giving rise to a series of explanatory sentences explaining the ideas and statements of several experts. Ideas, expert views , from explanatory sentences are concluded with one sentence. Such a series of sentences is called an opening paragraph or paragraph.

The author of a simple work, in which students write a thesis, must start from the birth of ideas and ideas which are clarified by a series of sentences as an explanation of these ideas . The key words in the idea or in the explanatory sentence in the paragraph described in the explanatory or connecting paragraph are called coherence in explaining the next paragraph (vertical). The description of sentences to the left and right is limited to the explanatory thoughts of ideas and ideas (horizontal). Uniting the contents of the opening paragraph and the contents of the explanatory paragraph is called a closing paragraph, the description is only two sentences.

In connection with the title of the analysis of the development of ideas, the ideas in the paragraphs of thesis preparation, students are reluctant or slow to implement them. This is because it is difficult to produce the right ideas and develop them into paragraphs as described above, which is to show which are the main ideas and which are the explanatory thoughts of each idea in each paragraph. Expressing ideas that will be processed in writing related to determining the title, problem identification, problem formulation and problem analysis/discussion, as well as a conclusion of a work is very difficult if you do not pay attention to which ideas guide each paragraph.

So far, students have written theses, but most of them express ideas, the ideas in paragraphs are still chaotic and incoherent (not yet following the elements of paragraph preparation). Students are slow in submitting thesis as a barrier to the completion of their studies in higher education. Their difficulty in writing mainly generates ideas in the right paragraphs. This is felt when they have seminars on proposals or exams for their research results, the supervisors find it difficult to catch the ideas in the paragraphs. At a glance, their work shows paragraphs but the communication of ideas in the opening, connecting and closing paragraphs is relevant to the description of the background of the problem, problem formulation, theoretical studies, methodology, analysis, discussion, conclusions and suggestions are still piled up in their formulations. So the description of the ideas in the paragraphs is very urgent in formulating the research framework, conducting research, and compiling a final project report/student research results.

The exact statement of ideas in each paragraph is a prerequisite for a scientific writing that can be accounted for for the safe completion of the study. Likewise, the birth and development of good ideas can be accounted for to foster positive attitudes or values for oneself and for others. Thus the disclosure and development of the right ideas in

paragraphs motivates students to carry out their final assignments so as to speed up the completion of their studies in Higher Education.

Writing that results in research developed based on ideas, good, appropriate, appropriate, and experiential ideas in good language will also form good personality (behavior) attitudes, moral responsibility in developing internal and external potential in order to achieve quality- HR. So a good idea that has been developed in a scientific work becomes a benchmark for the realization of the value of human resources for writers and readers. It can be said that someone has the value of human resources if they are responsive and able to realize a lifestyle of independence, faith, piety, honesty, creativity, innovation, justice, wisdom, craft, fortitude, patience, togetherness, and craftsmanship. The right idea, which is expressed in good and appropriate language, will create success and foster an atmosphere of harmony in one's life in various activities of fellow human beings and fellow creatures around him, now and in the future.

LITERATURE REVIEW

The Nature of the Idea

According to **Sabarti** (1999:144) an idea is the main idea or sentence in a paragraph. Paragraphs are the essence of pouring ideas into an essay. The paragraph contains a unit of thought that is supported by all the sentences in the paragraph, starting from the introduction sentence, the main sentence, the explanatory sentence to the closing sentence. This set of sentences is in sequence to form an idea.

According to **Pateda** (1993:106) ideas are the contents of paragraphs and others are called concepts, ideas or main thoughts related to the topic being discussed. A paragraph is a complete and coherent series of sentences containing ideas. Autographically, paragraphs are marked by sentences that are written indented. Before writing in paragraph form or conveying something orally, it is better for the writer or speaker to first ask what ideas will be presented in how many sentences? This is what is called an idea that directs the author in a scientific work as well as as a good speaker.

It is inseparable from the view of **Bobbi** (2001:175) that an idea is the result of a mind map formulation which is categorized as a creative method in the writer. Mind maps mimic the thought process by allowing you to switch topics. You record information through symbols, images, emotional meanings, in color, just the way the brain processes it. (Buzan, 1993) scientists think that the brain processes and stores information in a linear fashion, taking in information a mixture of images, sounds, smells, thoughts, and feelings. Then separate them into linear forms such as speeches or writings.

The Nature of the Idea (expert statement)

It is very substantial that the ideas in paragraphs according to **Keraf** in **Pateda** (2003:151) include opening, connecting, closing paragraphs. Paragraph guiding elements are effective sentences, support or ideas (expert statements), coherence, and wholeness. Likewise, **Parera** (2000:17) emphasized that paragraphs are arranged in the form of questions and answers to avoid the theoretical nature of the book. He said that generically the paragraph content was developed in the form of narrative, descriptive, expository, and argumentative. And it is emphasized again by **Pateda** that paragraph development is treated with vertical and horizontal techniques. It means the description of words and sentences according to a coherent cycle of downward and sideways circles.

The author can conclude that, in essence, the idea in the form of a paragraph is a substantial umbrella for scientific writing according to its type and nature. This is very relevant to the view of **Pateda** (2003:109-115) that the main criterion for a person's success in writing is the ability to generate the right ideas and develop them appropriately in paragraphs of both scientific work by type and nature. Scientific works by type are papers, papers, research reports (similar), theses, theses, dissertations. Meanwhile, scientific works according to their nature are narrative, descriptive, argumentative, and persuasive. It can be said that the ability to develop ideas and ideas in paragraphs is very relevant to the field of language and other disciplines.

RESEARCH METHODS

Based on the objectives to be achieved, the objectives of this research are: the ability to develop ideas in thesis paragraphs for undergraduate students of the S1 -PGSD FIP UNG program in 2020-2021.

According to (Akharga; 2000:21) a research approach can be carried out in two ways, namely simple quantitative and qualitative integrated. A quantitative approach is used to collect, process and describe quantitative data, while a qualitative approach is used to process data obtained through analysis of the results of the final project (thesis). While the research method to be carried out is included in the descriptive-qualitative category.

The scope of the research is the idea in the Thesis paragraph for the 2017-2021 PGSD Undergraduate Students. The sample of the final project is 40 people (25%) from a population of 100 people.

The data analysis technique used is to analyze based on the assessed aspects/indicators, namely ideas, ideas in paragraphs, diction, structure, content and spelling. Then analyze the data based on triangulation, reduction, data presentation and conclusions.

DATA INTERPRETATION

Data Interpretation 1

I ABC criteria score 1 IV ABCDE criteria score 2
II Criteria ABCDE score 3 V Criteria ABCDEF score 1
III Criteria ABC score 1 Score $8 / 20 \times 100\% = 40$

Data Interpretation 2

I ABC criteria score 1 IV ABCDE criteria score 2
II Criterion ABCDE score 1 V Criterion ABCDEF score 1
III Criteria ABC score 2 Value $7 / 20 \times 100\% = 35$

Data Interpretation 3

I ABC criteria score 1 IV ABCDE criteria score 2
II Criterion ABC DE score 2 V Criterion ABCDEF score 3
III ABC Criteria score 2 $10 / 20 \times 100\% = 4.8 (48\%)$

Data Interpretation 4

I ABCD Criteria score 1 IV ABCDE Criteria score 2
II Criteria ABCDE score 1 V Criteria ABCDEF score 2
III Criteria ABC score 2 Score $8 / 20 \times 100\% = 4 (40)$

Data Interpretation 5

I ABC criteria score 1 III ABC criteria score 2
II ABCDE criteria score 1 IV ABCDE criteria score 2
V Kriteia ABCDEF score 2
Value $8/20 \times 100\% = 40\%$

Data Interpretation 6

I ABC criteria score 2 IV ABCDE criteria score 1
II Criterion ABCDE score 2 V Criterion ABCDEF score 2
III Criteria ABC score 1 Value $8/20 \times 100\% = 40$

Data Interpretation 7

I ABC criteria score 2 IV ABCDE criteria score 2
II Criteria ABCDE score 2 V Criteria ABCDEF score 2
III Criteria ABC score 1 Value $9/20 \times 100\% = 45$

Data Interpretation 8

I ABC criteria score 3 IV ABCDE criteria score 2
II Criteria ABCDE score 2 V Criteria ABCDEF score 2
III Criteria ABC score 2 Score $11 / 20 \times 100\% = 55$

Data Interpretation 9

I ABC criteria score 2 IV ABCDE criteria score 2
II Criteria ABCDE score 2 V Criteria ABCDEF score 3
III Criteria ABC score 1 Value $10 / 20 \times 100\% = 50$

Data Interpretation 10

I ABC criteria score 2 IV ABCDE criteria 2
II Criteria ABCDE score 3 V Criterion ABCDEF 3
III Criteria ABC score 2 Value $12 / 20 \times 100\% = 60$

Data Interpretation 11

I ABC Criteria score 1
II The description of the sentence does not contain ideas and ideas score 2
III The description of the sentence is not coherent score 1
IV Sentence structure, diction, spelling score 3
V Fill in a, b, c, d, e, f not complete with a score of 1
Reduction: Group II, III data not carried out
Group IV data is common or appropriate
Group V data does not meet expectations

Data Interpretation 12

I Criteria ABC score 2

II Criteria ABCDE score 3

III Criteria ABC score 1

IV Criteria ABCDEF score 3

V Criteria ABCDEF score 3

Value $12/20 \times 100\% = 60$

ABC criteria score 1

I. ABCDEF criteria score 2

II. ABC criteria score 1

III. ABCDE criteria score 3

IV. ABCDEF criteria score 3

Value $10/20 \times 100\% = 50$

Data Interpretation 15

I The description of the ABC dimensions for the opening paragraph does not show the score obtained 1

II The explanatory paragraph is not coherent, the score obtained is 1

III Closing paragraph for ABC criteria score 1

IV Criteria ABC score 1

V Criteria ABCDEF score 2

The value obtained is $6 / 20 \times 100\% = 30$

Data Interpretation 16

I Criterion ABC score 2

II Criteria ABCDE score 2

III Criteria ABC score 2

IV Criteria ABCDEF 3

V Criteria ABCDEF score 3

Value $12 / 20 \times 100\% = 60$

Data Interpretation 17

I ABC criteria score 1 IV ABCDE criteria score 2

II Criteria ABCDE score 2 V Criterion ABCDEF 3

III Criteria ABC score 1 Value $9 / 20 \times 100\% = 45$

Data Interpretation 18

I ABC criteria score 1 IV ABCDE criteria score 1

II Criteria ABCDE score 1 V Criteria ABCDEF score 1

III Criteria ABC score 1 NI.lai $5/20 \times 100\% = 25$

Data Interpretation 20

I ABC criteria score 1 IV ABCDE criteria score 1

II Criteria ABCDE score 2 V Criteria ABCDEF score 1

III Criteria ABC score 1 Value $6/20 \times 100\% = 30$

Interpretation : Data 21

I ABC criteria score 1 IV ABCDE criteria score 3

II Criteria ABCDE score 2 V Criteria ABCDEF score 3

III Criteria ABC score 2 Score $11/ 20 \times 100\% = 55$

Data Interpretation 22

I ABC criteria score 0 IV ABCDE criteria score 2

II Criteria ABCDE score 1 V Criteria ABCDEF score 2

III ABC Criteria score 1 Score $6 / 20 \times 100 \% = 30$

Data Interpretation 23

I ABC criteria score 0 IV ABCDE criteria score 2

II Criteria ABCDE score 1 V Criteria ABCDEF score 1
III Criteria ABC score 1 Value $5 / 5 \times 100\% = 25$

Data Interpretation 24
I ABC criteria score 0 IV ABCDE criteria score 2
II Criteria ABCDE score 1 V Criteria ABCDEF score 2
III Criteria ABC score 1 Score $6 / 20 \times 100 = 30$

Data Interpretation 25
II Criteria ABCDE score 1 V Criteria ABCDEF score 2
III Criteria ABC score 1 Score $6 / 20 \times 100\% = 30$

Data Interpretation 26
I ABC criteria score 3 IV ABC criteria score 3
II Criteria ABCDE score 3 V Criteria ABCDEF score 3
III Criteria ABC score 3 Score $15/20 \times 100\% = 75$

Data Interpretation 27
I ABC criteria score 3 IV ABCDE criteria Score 4
II Criteria ABCDE score 3 V Criteria ABCDEF score 4
III Criteria ABC score 3 Score $17/20 \times 100 \% = 85$

Data Interpretation 28
I ABC criteria score 2 IV ABCDE criteria score 3
II Criteria ABCDE score 2 V Criteria ABCDEF score 3
III ABC Criteria Value $13/20 \times 100\% = 65$

Data Interpretation 29
I ABC criteria score 2 IV ABCDE criteria score 2
II Criteria ABCDE score 2 V Criteria ABCDEF score 3
III Criteria ABC score 2 Score $11/20 \times 100\% = 55$

Data Interpretation 30
I ABC criteria score 2 III ABC criteria score 2 Score =
II Criteria ABCDE score 2 IV Criteria ABCDE score 3 $12/20$
V Criteria ABCDEF score 3 = 60

Data Interpretation 31
I ABC criteria score 2 IV ABCDE criteria score 3
II Criteria ABCDE score 2 V Criteria ABCDEF score 3
III ABC Criteria score 3 Score $13 / 20 = 65$

32 . Data Interpretation
I Criterion A BC 1 IV Criterion ABCDE 2
SII Criteria ABCDE 2 V Criteria ABCDEF 2
III Criteria A BC 1 Value $80 / 20 = 40$

Data Interpretation 33
I Criterion A BC score 2 IV Criteria ABCDE Score 3
II ABCDE Criteria Score 3 V ABCDEF Criteria Score 3
III Criteria A BC Score 1 Score $12 / 20 \times 100\% = 60$

34 . Data Interpretation
I ABC Criteria Score 0 IV ABCDE Criteria Score 1
II ABCDE Criteria Score 1 V ABCDEF Criteria Score 1
III ABC Criteria Score 1 Score $4/20 \times 100\% = 20$

Data Interpretation . 35
I Criterion A BC score 0 IV Criteria ABCDE score 1

II Criteria ABCDE score 1 V Criteria ABCDEF score 1
III Criteria ABC score 1 Value = $4 / 20 \times 100\% = 20$

Data Interpretation 36

i. ABC Criteria Score 1 IV Criteria ABCDE Score 2
ii. ABCDE Criteria Score 1 V ABCDEF Criteria Score 2
iii. ABC Criteria Score 1 Value $7/20 \times 100\% = 35$

37 . Data Interpretation

I Criterion A BC Score 0 IV Criteria ABCDE Score 1
II ABCDE Criteria Score 1 V ABCDEF Criteria Score 1
III ABC Criteria Score 2 Score $4/20 \times 100\% = 20$

Data Interpretation 38

I ABC Criteria Score 0 IV ABCDE Criteria Score 1
II ABCDE Criterion Score 0 V Criterion ABCDEF Score 1
III ABC Criteria Score 0 Score = $2/20 \times 100\% = 10$

Data Interpretation 39

I ABC Criteria Score 0 IV ABCDE Criteria Score 1
II ABCDE Criteria Score 0 V ABCDEF Criteria Score 1
III ABC Criteria Score 1 Score $3/20 \times 100\% = 15$

Data Interpretation 40

I ABC Criteria Score 3 IV ABCDE Criteria Score 4
II Criteria ABCDE Score 3 V Criteria ABCDEF Score 4
III ABC Criteria Score 3 Score $17 / 20 = 85$

CONCLUSION

Based on the description of the sentence improvement data in paragraphs and the interpretation of the data according to the assessment criteria, the authors conclude the following research results .

1. Score 0 - 20 = 6 people = 30 % Qualification E
- 2 . " 21 - 40 = 15 " = 75 % " K
- 3 . " 41 - 60 = 14 " = 70 % " C
- 4 . " 61 - 80 = 3 " = 15 % " B
- 5 . " 81 - 100 = 2 " = 10 % " A

It was concluded that the results of scientific work outlining the ideas and ideas in the background paragraphs of the introduction to the thesis of 40 students got an A grade , 2 0 people (10 %).

Obtaining a B, 3 people (15 %) . Obtained a C grade , 14 people (70%). Obtaining a value of Less K, 15 people (75%). Getting a score of 0 or erol 6 people (30%).

Thus, it is ensured, that the results of the reduced A and B values are successful in describing ideas and ideas correctly. The results of the reduced C and K values are not correct. The value of E is reduced to no avail.

SUGGESTION. Writers and colleagues need to socialize the results of this research to students in order to avoid plagiarism in writing scientific papers or the like. The author and enthusiasts conducted further collaborative research between lecturers and students regarding the preparation of Chapter I of the thesis, sub-topic background, its relevance to the elaboration of ideas and ideas. Students as prospective teachers can follow up this research in the preparation of the thesis and apply it in learning to elementary school students.

Students who take research methodology lectures and scientific writing courses should understand the background content of the introductory chapter which outlines the gap between expectations and reality starting with the presentation of ideas and ideas according to the research title variable. The elaboration of ideas and ideas accompanied by explanatory sentences that can clarify the writer's expectations of the need to carry out further research.

If it is clear that the description of the background topics of Chapter I introduction is clear , then to describe the advanced topics of problem identification, problem formulation , problem solving framework, objectives and benefits, even the preparation of research instruments will be clearer and easier to conduct research.

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