

Analysis of the Ability to Read the Understanding of Narrative Discussion in Grade V SD Negeri 1 Pinang Indah Kecamatan Sungai Menang Ogan Komering Ilir District

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ABSTRACT

The purpose of this study is to define and explain the reading comprehension skills of narrative discourse in fifth grade SD Negeri 1 Pinang Indah students. The data for this analysis were 20 Pinang Indah Grade V SD students. The instrument used for the analysis was a research instrument in the form of an essay test. The results of the data analysis of this study were collected from the 85% theme aspect and it was reported that they were unable to understand the theme of the short story. In terms of flow, students who are classified as being able to understand the flow factor hit 90%. In character and characterization aspects, 1 student scored less than 70 per cent and was declared capable of understanding characters and characterizations in short stories up to 95 per cent. In the background, 4 students scored less than 70 with a 20 per cent percentage and were declared capable of understanding the setting in a short story of up to 80 per cent. In terms of mandate, there are 7 students who score 80 and 13, who score 100 and are considered qualified.

Keywords: Analysis of the Ability, Read the Understanding, Narrative Discussion

1. INTRODUCTION

Training is a crucial component of efforts to prepare human capital to confront the structures and complexities of community life as a country and state in the sense of plurality. Education is a very strategic tool for improving the quality of a country. The progress of a nation may be marked and calculated by the progress of its education. The gains made by a number of countries in the world cannot be distinguished from the progress made and accomplished by education [1]. Schools need a down-to-earth and practical education strategy and direction in anticipation of the age of globalization with diverse ethnic and cultural characteristics. In character and characterization aspects, 1 student scored less than 70 per cent and was declared capable of understanding characters and characterizations in short stories up to 95 per cent. In the background, 4 students scored less than 70 with a 20 per cent percentage and were declared capable of understanding the setting in a short story of up to 80 per cent. In terms of mandate, there are 7 students who score 80 and 13, who score 100 and are considered qualified. The course and goals of education

must be more geared towards addressing the permanent issues of education that have never been resolved.

Education is a conscious act of education, teaching and preparation. In a more precise context, schooling, teaching and training can take place directly at some levels of a specific system or program generally known as government-based education, formal and non-formal education, both of which apply to formal rules and community-based education. In a more general sense, deliberate action in the field of education, teaching and training is not limited to direct action, but is carried out implicitly and literally without aim, i.e., students are in daily life. Education can also take place by instances, appeals or examples. An essence of Indonesian language learning is the process of learning how to understand and produce ideas, feelings, messages, facts, data and knowledge for various purposes of scientific communication, literature, work and daily communication, both written and oral. Thinking practices have a very important role to play in understanding and generating ideas, emotions, messages, facts, data and knowledge for various

purposes. In reality, thought is a central activity that enables students to understand and produce ideas well. The instructor must therefore establish conditions that allow optimal thought processes to take place. The optimal thought process, which should be related to and continuously taking place in Indonesian language learning, must be carried out by students.

Speech is a practice that often covers different areas of human life, both in the fields of economics, law, politics and education. These practices can take place in a transactional or interactive manner. With language, a person may communicate ideas, opinions, feelings or information to others, either orally or in writing. This is consistent with the belief that language is a means of communication between group members in the form of sound symbols created by human speech tools. In the world of education, particularly in Indonesia, language learning is divided into four aspects of language skills, namely listening, reading, speaking and writing. These four elements of language skills have become the foundation for learning from elementary to university level. For this reason, the skill of each instructor is often motivated to master these four aspects. Teachers must therefore continue to aspire to enhance their progress in learning Indonesian in schools, such as making learning improvements that are successful, inventive, involved, creative and enjoyable. Reading is an activity that absorbs written material from a variety of sources, both print and electronic. Reading is a method used by readers to receive messages that will be relayed via the written word/language media. Reading is a dynamic process involving a variety of physical and mental tasks. The reading process consists of nine aspects, namely sensory, perceptual, sequence, perception, thinking, learning, associations, attitudes and ideas. These elements are interrelated and critical components in helping readers to learn knowledge from reading material [2].

Reading is one of four different language skills. Besides reading, there are also other language skills, such as listening skills, speaking skills and writing skills. Listening and speech skills can be acquired by the child through the course of interacting with the people around them. When someone starts school, writing and reading skills are taught. The four skills are one unit, one chess. Each of these abilities can have an effect on each other. The ability of the person to read would influence his learning, listening, and speaking skills. Reading can expand human vocabulary. A lot of strong vocabulary would help make it easier for people to write and communicate. Reading helps children learn to understand the meaning of a word or an expression. In addition, children may also estimate the meaning of a word that has not been previously known by reading the context of other words in a sentence. The ability to read is very significant, because reading can expand one's horizons. Reading can enrich experience in such a way

that it improves thinking, imagination, and knows and understands oneself and others. Reading quality literature will also improve brain function, as reading can improve memory and creativity. The ability to read would also have an effect on the longevity and quality of one's life. The results of interviews conducted by researchers with class teachers on November 29, 2019 suggested that 50 per cent of all 5th grade students of SD N 1 Pinang Indah were fluent in reading, but 50 per cent needed guidance because they were still reading slowly and did not pay attention to words. Words are interpreted.

Reading is a very important learning process, particularly for students. The presence of Indonesian learning in elementary schools will boost students' ability to communicate effectively, both oral and written. The position of Indonesian teaching in elementary schools is therefore very important for students. This role is becoming more important in view of the increasingly advanced demands of science and technology. Reading will help students gain more and more knowledge. Students can learn a science, one of which can be learned through reading. Reading abilities cannot be learned directly and briefly. This capacity shall be acquired with ample time and shall require adequate facilities and intensive guidance. However, the facilities in the form of books provided by the school are still minimal, so students must read in turn immediately. On the basis of the results of the interview on 29 November 2019, it was reported that learning resources in the form of textbooks were still limited, so students had to share and take turns with their peers.

Each student has a certain level-based developmental role. One of the responsibilities of primary school age child growth is to learn to read, write and count in order to be able to participate in society. In the sense of the above definition, an effective and efficient learning process is required to accomplish this developmental mission. Learning can run effectively, efficiently and is said to have been effective if the way of learning is done in good and sufficient learning [3]. A successful way of learning is to be able to grasp the substance of a subject's reading, which can be read easily, is easy to remember and can be retained for a long time [4].

It is a prerequisite to be able to read so that learning experiences can be said to be successful. The ability of students to read can affect their ability to engage in the learning process. This ability to read can be learned by students with the aid of their environment, be it family, culture, and school. In classrooms, the teacher is the party that plays an important role in directing students to learn reading skills. The role of the teacher is not only to provide information, but also to guide and provide learning facilities so that the learning process is more appropriate and better [5].

What the instructor should do is engineer the learning process using a variety of learning media and learning methods according to the characteristics of the students, so that the learning process is more engaging and enjoyable. However, this has not been optimally applied in class V SD N 1 Pinang Indah. Based on interviews and observations made by researchers on 29 November 2019, it is shown that Grade V teachers at SD N 1 Pinang Indah are also school operators and there are tasks that cannot be performed in the classroom. As a result, teachers are not able to support and direct students to the fullest, so students are asked to read lessons even though they are not accompanied by an instructor. In addition, class V SD N 1 Pinang Indah has two hyperactive students and a student with poor perceptive capacity. Hyperactive students also interact with other students when studying. This disorder makes it difficult for the teacher to condition the class such that the teacher pays more attention to hyperactive students while other students are assigned to learn.

Teachers can describe the material well without difficulty, but due to time constraints on certain materials, the instructor asks students to learn individually, namely by reading the lessons themselves. Although the teacher's instruction is not perfect, most students are able to learn well and get good grades. The observation sheet is shown in the appendix. Based on the results of the interviews, observations and documentation held on 29 November 2019, it can be concluded that there are problems in class V SD N 1 Pinang Indah that make students learn independently, particularly through reading. To determine the level of reading ability of Grade V students of SD N 1 Pinang Indah, research on student reading skills is required.

The goal of this study was to define and explain the reading comprehension capability of grade V SD Negeri 1 Pinang Indah, Sungai Menang Sub-District, Ogan Komering Ilir District in understanding the theme of short stories. To find out and explain the skill of Grade V SD Negeri 1 Pinang Indah, Sungai Menang Sub-District, Ogan Komering Ilir District to understand the short story line. Know and define the reading comprehension skills of Grade V SD Negeri 1 Pinang Indah, Sungai Menang District, Ogan Komering Ilir Regency in recognizing the characters and characterizations of short stories. To find out and explain the skill of Grade V SD Negeri 1 Pinang Indah, Sungai Menang Sub-District, Ogan Komering Ilir District to understand the history of a short story. To find out and explain the ability of Grade V SD Negeri 1 Pinang Indah, Sungai Menang Sub-District, Ogan Komering Ilir District to understand the mandate of short stories.

People who like to read gain new knowledge and experiences that will further improve their intellect so that they will be better able to adapt to the challenges of

life in the future [12]. There are two kinds of reading, reading aloud, and reading quietly. Initial reading is graded as a core practice. Students who are still in elementary school put greater focus on the ability to read aloud [14]. As a consequence, this section addresses more forms of reading aloud. Reading is a method of making meaningful symbols/signs/writings sound. Therefore, anyone who wishes to read a text should use the technique of reading aloud so that it can be understood by themselves and others. Reading aloud is a reading practice by communicating or pronouncing language symbols in a loud voice [15].

Reading comprehension is a task carried out with great caution to find out the complete interpretation of the reading content [16]. An individual who reads carefully can remember and understand what the author is trying to convey. Reading the comprehension activities allows readers to grasp what they are reading. The ability to read understanding is very critical in helping children to understand the content they are reading [17]. Reading comprehension is an attempt to raise awareness and appreciation of the material to be read [18]. There are, of course, several variables that affect reading comprehension. There are two factors influencing reading quality, namely internal and environmental factors. Internal factors are factors that come from within the reader. Internal considerations include the ability to hear sounds, speech disorders, reading patterns, and reading objectives. There are also environmental influences that come from beyond the reader. These considerations include lighting or lighting, readability of reading material and encouragement for readers [19].

Monologue is the most full and highest language unit in grammatical units [20]. Discourse is a part of the text that is closely related to it. Cohesion or cohesion occurs in unity, which is the product of different characteristics [21]. Discourse is a complex and complete linguistic unit consisting of a number of sentences that are related and integrated with each other. As a dynamic linguistic unit, discourse comprises key ideas, principles, ideas and the product of thought [22].

2. METHODS

The study approach is designed to select the best decision with the least risk and to assess the efficacy of the program by performing an evaluation [23]. The tool used in this analysis is a descriptive method with a qualitative approach. Qualitative study is a research methodology that takes place in a natural environment, presenting the researcher as a data collection tool, using inductive interpretation, and concentrating on meaning from the viewpoint of the participants [24]. Data and data sources in this study were students of the fifth grade of SD Negeri Pinang Indah, Sungai Menang Sub-District, Ogan Komering Ilir District, with a total of 20

students studying their ability to read narrative discourse comprehension. The instrument used in this study was a research instrument in the form of an essay test, giving several questions relating to the comprehension of narrative discourse in the form of short stories. The method that can be used to collect data in this study is a test technique. On the basis of the results of the interview on 29 November 2019, it was reported that learning resources in the form of textbooks were still limited, so students had to share and take turns with their peers.

3. RESULTS AND DISCUSSION

In order to understand the theme of this short story, the researcher will examine the raw score data obtained from the essay test when checked with SD Negeri 1 Pinang Indah, Sungai Menang Sub-District, Ogan Komering Ilir District in fifth grade. Data collected from 20 students sorted by grade V SD Negeri 1 Pinang Indah attendance list. On the subject, it is known that students who score 1 are 10, students who score 2 are 6, students who score 3 are 1, students who score 4 are 2 and students who score 5 are 1. The raw score obtained by students via essay tests administered by researchers indicates that students have the highest and lowest score. This means that, after evaluating the results, the researcher will figure out that students are capable and less capable of reading comprehension.

Frequency distribution indicates that the maximum student score is 5 and the lowest student score is 1. In this case, the researcher can easily see students who are able and need to re-understand narrative discourse in the form of short stories about the themes of the novel.

The students' ability to understand aspects of the short story theme was respected by students who earned scores of 20, 40, 60, 80 and 100. After the study, there were 10 students who scored 20, 6 students who scored 40, and students who scored 60 just 1 person, students who scored 80 are 2 and students who score 100 are 1 person. After evaluating and measuring the student's ability to grasp elements of the short story theme. It is known that there are 3 Grade V students of SD Negeri 1 Pinang Indah, Sungai Menang Sub-District, who score 70 and above with a percentage of 15% and are declared capable of understanding aspects of the short story theme. In the meantime, there were 17 students who scored less than 70 with a percentage of 85 per cent and were considered unable to understand the themes in short stories. Data were collected from 20 students who were sorted according to the class V SD Negeri 1 Pinang Indah attendance list. In terms of flow, it is understood that students who get a value of 2 are 1 person, students who get a value of 3 are 1 person, students who get a value of 4 are 10 people, students who get a value of 5 are 8 people. Frequency distribution indicates that the maximum student score is

5 and the lowest student score is 1. In this situation, the researcher can easily see students who are able and need to re-understand narrative discourse in the form of a short story in the aspect of the plot. The student's ability to understand elements of the short story line was respected by students who scored 40, 60, 80, and 100. After the study, there was 1 student who scored 40, the students who scored 60 were 1 individual, the students who scored 80 were 10, 2 people, and the students who scored 100. Analyzing and measuring the students' ability to grasp elements of the short story line. It is known that there are 18 Grade V students from SD Negeri 1 Pinang Indah, Sungai Menang Sub-District, who score 70 and above with a percentage of 90 per cent and are declared capable of understanding aspects of the short story theme. In the meantime, there were two students who scored less than 70 with a percentage of 10% and were able to understand the plot in a short story because the students who were categorized as being able to understand aspects of the plot achieved 90%.

Data were collected from 20 students who were sorted according to the class V SD Negeri 1 Pinang Indah attendance list. In terms of character and characterisation, it is recognized that students with a score of 3 are 1 individual, students with a score of 4 are 5 and students with a score of 5 are 14. Frequency distribution indicates that the maximum student score is 5 and the lowest student score is 1. In this case, the researcher can easily see students who are able and need to re-understand narrative discourse in the form of short stories about the character dimensions and characterizations of the plot. The importance of students' ability to understand the character aspects and characterization of short stories was given to students who scored 60, 80, and 100. After the study, there was 1 student who scored 60, 5 students who scored 80, and 14 students who scored 100. Person, guy. Analyzing and measuring the students' ability to grasp elements of the short story line. It is known that there are 18 Grade V students from SD Negeri 1 Pinang Indah, Sungai Menang Sub-District, who scored 70 and above with a percentage of 95 per cent and who have been declared capable of understanding the character and characterization aspects of short stories. In the meantime, there was 1 student who scored less than 70 with a percentage of 5 percent and was declared capable of recognizing characters and characterizations in short stories up to 95 percent. Data were collected from 20 students who were sorted according to the class V SD Negeri 1 Pinang Indah attendance list. In the context, it is understood that the students who score 3 are 4, the students who score 4 are 6 and the students who score 5 are 10. Frequency distribution indicates that the maximum student score is 5 and the lowest student score is 1. In this situation, the researcher can clearly see students who are willing and need to re-understand

the narrative discourse in the form of a short story in the sense of the story. The students' ability to understand aspects of the short story context was respected by students who scored 60, 80, and 100. After the study, there were 4 students who scored 60, 6 students who scored 80, and 10 students who scored 100.

Study and calculation of students' ability to grasp aspects of the short story setting. It is estimated that there are 16 fifth grade students of SD Negeri 1 Sungai Menang who scored 70 and above with a percentage of 80 per cent and who have been declared capable of understanding the context aspects of short stories. In the meantime, there were four students who scored less than 70 with a percentage of 20 per cent and were declared capable of understanding the history in a short story of up to 80 per cent. Data were collected from 20 students who were sorted according to the class V SD Negeri 1 Pinang Indah attendance list. In terms of mandate, it is understood that students who have 4 are 7 and students who have 5 are 13. In the frequency distribution, the highest score obtained by students is considered to be 5 and the lowest score obtained by students is 1. In this case, the researcher very easily sees students who are able and need to re-understand narrative discourse in the form of a short story in the context of the story's message. The value of students' ability to understand the aspects of the short story message was that there were students who scored 80 and 100. After the analysis, there were 7 students who scored 80 and 13 students who scored 100. Analyzing and measuring the students' ability to grasp elements of the short story message. It is known that SD Negeri 1 Sungai Pinang's fifth grade students are said to be 100% able to understand the message in a short story.

4. CONCLUSION

Based on the findings of study and discussion in research conducted by researchers, it can be concluded that the ability to understand narrative discourse in the form of short stories in Grade V SD Negeri 1 Pinang Indah, Sungai Menang Sub-District, has been shown to be able to read narrative discourse comprehension in the form of short stories and to understand aspects of the subject in student short stories.

ACKNOWLEDGMENTS

Thank you to your family and colleagues, the Chancellor of the PGRI Palembang University, the Director of the Postgraduate Program at PGRI Palembang University, the Chair of the PGRI Palembang University Education Management Masters Program and the supervisors who have contributed to the completion of this study journal. Then thank you, too, to the friends of PGRI Palembang University Postgraduate students and all those who helped to write and publish this journal.

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