Analysis of the Ability Read Short Stories of Elementary School Students in Batanghari Regency

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Abstract

This study examines the reading ability of elementary school students in Batanghari Regency, focusing on their comprehension of short stories. The methodology involved administering reading comprehension tests to a sample of students, followed by analysis using both quantitative and qualitative approaches. Qualitative research aims to understand and explain phenomena in depth through descriptive and interpretive analysis, while quantitative research aims to measure and test relationships between variables using statistical methods and data collection in the form of numbers. The results indicate varying levels of proficiency among the students, with factors such as socio-economic background and access to educational resources playing significant roles. Furthermore, the study highlights the importance of early intervention programs and targeted literacy initiatives in improving reading skills among elementary school students. The novelty of this research lies in its specific focus on a rural area like Batanghari Regency, shedding light on the unique challenges and opportunities faced by students in such contexts. The implications of these findings underscore the need for tailored educational strategies and resource allocation to address literacy disparities and enhance overall learning outcomes in similar regions.

Keywords: Ability read; Analysis; Elementary School

INTRODUCTION

The importance of teaching Indonesian cannot be underestimated. Indonesian is a mandatory subject at all levels of education, including elementary school. Teachers currently focus more on four language skills: listening, reading, speaking and writing. The curriculum emphasizes making learning Indonesian more meaningful (Fadila, 2021; Harahap, 2020; Suryawati & Osman, 2018). It helps students gain practical skills to communicate in a variety of language situations (Anas & Firmansyah, 2020; Nurzhanov et al., 2021). Learning to read in elementary school must expose students to various types of reading so that they can communicate written ideas. It is also important to practice reading skills so that they are useful in everyday life (Astuti & Fitriani, 2021; Warfa et al., 2018).

A person who is capable in a field does not hesitate to do the work, as if he had never thought about how to carry it out, there were no longer any difficulties that were holding him back. The scope of abilities is quite broad, including activities in the form of acting, thinking, speaking, seeing, and so on (Hasanah, 2021; Hidayati et al., 2020; Novista et al., 2021). However, in a narrow sense, ability is usually shown more to activities in the form of actions. The teaching and learning process of teachers as teachers and students as learning subjects requires a certain qualification profile in terms of

knowledge, abilities, attitudes and values as well as personal characteristics, so that this process can take place effectively and efficiently (Rusliani, 2020; Tran et al., 2020). Sometimes intellectual skills are very specific, such as interpreting tables or using formulas, but sometimes intellectual skills are also very broad, such as arithmetic skills or reading comprehension (Darmadi, 2018; Handayani, 2021).

Reading is a complex and complicated process. Complex means that in the reading process various internal and external factors are involved in the reader (Rusmono & Alghazali, 2019; Sutrimo, 2021). Internal factors include intelligence, interests, attitudes, talents, motivation, reading goals, and so on (Anggraini, 2018; Azahara, 2020). External factors can be in the form of reading facilities, social and economic background, and reading traditions. Complicated means that external and internal factors are interconnected to form complex coordination to support reading comprehension

Reading involves the process of understanding the message the author wants to convey through written words. This involves seeing, voicing, and understanding written content. Reading skills are important so that students can follow lessons well. Teachers are often faced with student diversity in terms of numbers, gender, backgrounds and abilities (Mundaviah & Mulyati, 2021; Sideri & Skoumios, 2021). To be successful in teaching, teachers must be professional and able to manage all these factors. Teachers must also encourage students to think critically, creatively and actively in learning.

Teachers must also design reading lessons well so that students find pleasure in reading. Students are expected to be able to understand the author's feelings and identify story elements correctly. Reading short stories can shape students' personalities and improve their language skills. Teachers can overcome difficulties in learning to read short stories by using picture media and various interesting learning methods. Student motivation is also important in helping them learn well.

The implication of these findings is the importance of developing more varied and interesting learning methods in helping students overcome difficulties in reading short stories. Teachers need to pay attention to students' needs and interests and use an approach that integrates image media and interesting learning techniques. Apart from that, efforts need to be made to increase students' motivation in learning to read short stories so that they are more enthusiastic and enthusiastic in the learning process. It is hoped that all of these steps can improve students' reading skills and understanding of short stories, as well as create a more dynamic and enjoyable learning atmosphere in the classroom.

RESEARCH METHODS

Research Design

The research design used in this research is quantitative descriptive. This research aims to provide a clear picture of the short story reading ability of class IV A students by using data in the form of calculated numbers from short story reading tests carried out in class. This approach makes it possible to collect data systematically and comprehensively to evaluate students' level of reading ability.

Research Target/Subject

The targets or subjects of this research were all class IV A students at SDN No.55/I Sridadi, Muara Bulian District, Batanghari Regency. The aim of this research is to observe and evaluate students' overall short story reading ability in a predetermined classroom environment.

Research Procedure

The research procedure began by giving a short story reading test to all class IV A students. After that, the students were asked to read the short story in front of the class. Assessment is carried out by class teachers and researchers according to predetermined aspects. These steps are carried out systematically and in detail to obtain accurate and representative data.

Instruments, and Data Collection Techniques

The instrument used in this research was a short story reading test with the title "The Story of the Teak Tree". This instrument is designed to measure students' reading abilities objectively. Data collection techniques were carried out through reading tests carried out in class. Each student was asked to read a

predetermined short story, and assessments were carried out by the class teacher and researchers to ensure objectivity and accuracy of the data.

Data analysis technique

The data analysis technique was carried out by paying attention to each student reading a short story and calculating the total score based on assessments from the class teacher and researchers. The assessment results from both parties will be added together to get a total score for each student. This analysis technique is used to evaluate the overall level of short story reading ability in the class.

RESULTS AND DISCUSSION

This research was conducted to evaluate the ability of class IV A students at SDN No 55/1 Sridadi, Muara Bulian District in reading short stories, especially the reading material "The Story of a Teak Tree". This evaluation pays attention to several elements of the ability to read short stories, such as vocals or pronunciation, movements or expressions, pronunciation and intonation, suitability of ideas to the story, clarity of the story, and fluency of the story. Below is a presentation of the results of the assessment of vocal elements or pronunciation, showing that the majority of students were able to obtain quite capable scores

Table 1. Assessment of Vocal Elements or Pronunciation

Frekuensi	Keterangan
12,5	18 Orang
17,5	2 Orang
15	6 Orang
10	1 Orang
360	27 Orang
66,66	Cukup Mampu

After calculating the average, class IV A students at SDN No 55/1 Sridadi, Muara Bulian District, got an average score of 66.66 for vocal elements or pronunciation. However, some students still need improvement in this ability. Next, the results of the assessment of movement or facial elements are presented, showing that the majority of students are also able to obtain quite capable scores.

Table 2. Assessment of Movement or Mimic Elements

Frekuensi	Keterangan
12,5	16 Orang
15	8 Orang
10	3 Orang
350	27 Orang
64,81	Cukup Mampu
12,5	16 Orang

From the results of this research using the text entitled "Tak Tree Story" it was found that the ability to read short stories as a whole was quite capable, which was seen from six aspects, namely vocals or pronunciation, movement or expression, pronunciation or intonation, appreciation of the content of the short story, understanding short story, and determine the internal elements.

In reading short stories from data obtained at the school where the research was conducted, children's ability to read short stories at SDN No. 55/1 Sridadi Muara Bulian District is quite capable, this can be seen from the average scores obtained by students. Value cannot be separated from the facilities and infrastructure used by teachers in the teaching and learning process in class IV A as well as the teacher's role in teaching and involving student activities in the class to interact with classmates in learning so that children are more focused in following lessons, especially reading lessons, because

students Elementary schools, especially high classes, tend to get bored when learning Indonesian. While carrying out research at SDN No. 55/1 Sridadi, Muara Bulian District, when learning a language, the main factor in achieving adequate reading skills is the teacher's encouragement and creativity in teaching, this can be seen from the teacher's teaching system, this can be seen from the teacher's system. so that students in class are more active. Reading is essentially a complex thing that involves many things, not just reciting writing, but also involving visual, thinking, psycholingual and metacognitive activities (Dewi et al., 2020; Jamliah, 2021; Sutanto, 2021).

From the results of the research that has been carried out, scores are obtained with the following details, of the 27 students who were research subjects, the quality criteria were quite capable, with details of 4 students with an average score of 76.5, 3 students with an average score 74, 10 students with an average score of 71.5, 6 students with an average score of 69, 2 students with an average score of 66.5, and 2 students with a score of 61.5. To determine the research results, the average score is divided by the total maximum score to obtain the value, namely 70.85.

From the results of this research, it can be concluded that the ability of class IV A students at SDN No. 55/1 Sridadi, Muara Bulian District in reading the short story "The Story of a Teak Tree" falls within the quality criteria of being quite capable. However, there is still room for improvement in abilities, especially in certain aspects such as vocals or pronunciation, movements or expressions, and pronunciation or intonation. Directed and continuous efforts are needed to improve students' ability to read short stories to reach a more optimal level.

CONCLUSION

Based on the results of research on the ability of class IV A students at SDN No. 55/1 Sridadi, Muara Bulian District in reading the short story "The Story of a Teak Tree" it can be concluded that in general the students' abilities fall within the criteria of being quite capable. However, there is room for improvement, especially in aspects of vocals or pronunciation, movements or expressions, and pronunciation or intonation. Evaluation also shows that students have a good understanding of the content of the story and are able to identify its intrinsic elements quite well. Therefore, directed and continuous efforts are needed to improve students' ability to read short stories in order to reach a more optimal level in the future.

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