



Education to Develop Reading Literacy by Analyzing the Intrinsic Elements of Short Stories in Islamic Junior High School Students'

Hilda Herliani Nugraha¹, Asep Bayu Dani Nandiyanto^{2,*}, Tedi Kurniawan³, Muhammad Roil Bilad⁴

¹Departemen Bahasa dan Sastra Indonesia, Universitas Pendidikan Indonesia, Indonesia

²Departemen Pendidikan Kimia, Universitas Pendidikan Indonesia, Indonesia

³Community College of Qatar, Qatar

⁴Faculty of integrated Technologies, Universiti Brunei Darussalam, Brunei Darussalam

Correspondence: E-mail: nandiyanto@upi.edu

ABSTRACTS

We created a program to develop students' reading literacy by analyzing the intrinsic elements of short stories. The method used is giving a pre-test, then giving material in the form of videos and power points, and post-test using 10 questions to 10 students' of Islamic junior high school. The results of the pre-test showed that most of the students' had answered correctly, with a score of 60%. The results of the post-test of students' experiencing development are indicated by the achievement of a score of 90%. Students' experienced an increasing scores because they had received the intrinsic elements of the short story before doing the post-test. The age of students' does not affect the level of development of students' in understanding the intrinsic elements of short stories. It is concluded that students' can improve reading literacy by knowing how to analyze the intrinsic elements of short stories. Students' can enjoy literacy activities by reading short stories by looking for intrinsic elements in the short stories they read. This program helps students' in providing information about how to analyze the intrinsic elements of short stories so that they can help students' develop in reading literacy activities.

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1. INTRODUCTION

Language skills include four aspects, namely listening, speaking, reading, and writing skills. These four skills are language competencies that must be possessed by every students'. One of the skills that must be mastered by students' is reading skills (Limbong, 2018). However, in the digital era like now, children who are elementary school/ elementary school Islamic, and junior high school/ junior high school Islamic students have decreased interest in reading. Literacy is the language ability possessed by a person in communicating "reading, speaking, listening and writing" in different ways according to the purpose. Reading and writing literacy activities are expected to improve reading skills. This shows that literary works (short stories) make several things that are useful for society. With these steps, the development of Indonesian literature will progress rapidly (Sari & Suparsa, 2013).

As follows, the purpose of this study is to describe the theme of Education for Sustainable Development (ESD) and systems thinking skills set out in the 2016-2018 National Science Examination Questions for Elementary Schools (Suryani & Hamdu, 2021). Then research using the buzz group discussion method can improve the ability to analyze the intrinsic elements of short stories in junior high school students' (Sari & Suparsa, 2013). Subsequent research shows that the average value obtained by junior high school students' in determining the intrinsic elements of short stories through the inquiry learning model is 75.31 (Limbong, 2018). The results of the study include three things, (1) the needs of students' and teachers for a guidebook for compiling short stories, (2) the principles of developing a guidebook for compiling short stories using the technique of describing intrinsic elements, and (3) a prototype for developing a guidebook for compiling short stories. By using the technique of breaking down intrinsic elements for junior high school students' (Amelia & Doyin, 2015). Then, learning to find the intrinsic elements of shorts stories is more influential using the learning cell learning model compared to the learning model expository in junior high school students' (Meilina, 2020). However, there is no study about Todorov structure analysis and this material has become a novelty in previous research.

The purpose of this study 1) Tell students' the intrinsic elements in short stories, 2) tell students' about the analysis of the structure of Todorov to students' 3) Improve students' ability to analyze the intrinsic elements of short stories.

2. THEORETICAL FRAMEWORK

In short stories, there are many things about the values of life in society which are then packaged into an interesting and conflict-filled story so that it becomes the center of attention to provoke readers (Sari & Suparsa, 2013). Intrinsic elements of the short story include, theme, mandate, setting (setting), point of view, characters and characterizations, diction/choice words/language styles, and so on. Intrinsic elements of the short story include, theme, mandate, setting(setting), point of view, characters and characterizations, diction/choice words/language styles, and so on (Limbong, 2018).

3. METHODS

Figure 1 describes the material and stages in determining the research method. The first stage is to determine the subject that will be used as research. The second stage is to make pre-test, post-test, video, materials that will be used when giving the material. And the last stage, explaining the learning material.

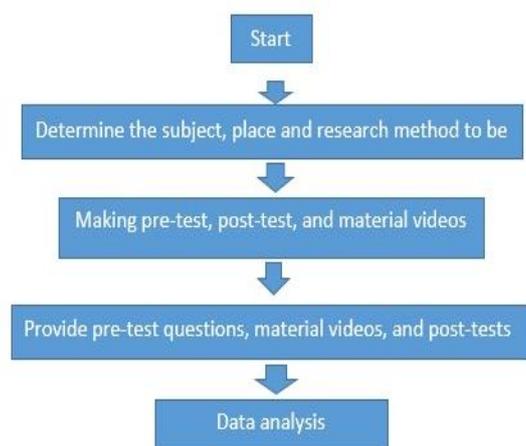


Figure 1. Materials and stages determine the method.

3.1. Find Subject

The subjects were 10 students' of class IX Islamic junior high school 2 Subang, Jawa Barat, Indonesia. Subjects aged 14 to 15 years. Of the 10 subjects there were 2 male students' and 8 female students'.

3.2. Material to Teach

The material taught to these students' is an intrinsic element of the short story. The material given to students is in the form of videos and power points about the intrinsic elements of short stories.

3.3. Study Method

Students' and we communicate online using the WhatsApp application. Before starting the learning materials, students' were given a pre-test in the form of a Google form. After the pre-test, students' received material in the form of videos, power points, and short stories catalogs. Then it ends with students' doing a post-test in the form of a Google form to see how far the students' progress.

4. RESULTS AND DISCUSSION

4.1. Demographic Students'

The population in this study were students' of class IX Islamic junior high school. Then the data sample taken is 10 students' aged 14-15 years. Of the 10 students', 2 were boys and 8 were girls. This study started from a pre-test with 10 questions with 2 answers No/Yes. Because it is online, the pre-test is done by relying on the Google form. After the pre-test students' attended 1 meeting, 4 hours of lessons. This meeting was conducted by virtual face using the zoom application. Students' are also given material in the form of videos, power points, and a short story catalog to support learning. Then after giving the material students' were given a post-test which also used the Google form.

Students a, b, d, f, g, and j have better knowledge than other students. They know some of the intrinsic elements of short stories. Students' c, e, h, and i have not studied the intrinsic elements of short stories.

4.2. Phenomena in the Learning Process

After the pre-test is done, students' attend a meeting to get material from the presenters. Intrinsic elements of short stories are presented in the form of videos, power points, and short stories catalogues. After asking questions, students' were given a post-test. The learning stages carried out are as follows:

- (i) In the first session, students' seem less enthusiastic about the learning process. Also, students' have a low level of understanding.
- (ii) In the second session, a modified mind mapping method is used in the learning intrinsic elements of short stories. Students' seem to focus on observing the explanation intrinsic elements of short stories using mind mapping. Besides, students' start to actively participate in learning by observing the intrinsic elements of short stories.
- (iii) Modification of the mind mapping method according to the needs of students increases the level of student understanding compared to traditional teaching methods. Students' also begin to understand the intrinsic elements of short stories. This can be seen from the increase in the student learning outcomes.
- (iv) Evaluation of the level of student ability is given after the learning process.

4.3 Pre-test and Post-test Results

Table 1 shows the results of the students' pre-test and post-test. All students' experienced an increase in scores. The average result increases by 30% for all questions after being given the material "the intrinsic elements of short stories". Results show some discussion points:

- (i) Question number one results increased by 30.0% after giving the material "the intrinsic elements of short stories".
- (ii) Question number two results increased by 40.0% after giving the material "the intrinsic elements of short stories".
- (iii) Question number three results increased by 30.0% after giving the material "the intrinsic elements of short stories".
- (iv) Question number four results increased the most among other question by 50.0% after giving the material "the intrinsic elements of short stories".
- (v) Question number five results increased by 20.0% after giving the material "the intrinsic elements of short stories".
- (vi) Question number six results increased by 30.0% after giving the material "the intrinsic elements of short stories".
- (vii) Question number seven results increased by 30.0% after giving the material "the intrinsic elements of short stories".
- (viii) Question number eight results increased by 30.0% after giving the material "the intrinsic elements of short stories".
- (ix) Question number nine results increased by 40.0% after giving the material "the intrinsic elements of short stories".
- (x) Question number ten results increased by 30.0% after giving the material "the intrinsic elements of short stories".

Table 1. Results pre-test and post-test.

No	Question	Pre-Test	Post-Test	Gain
1	Do you know what a short story is?	50.0%	80.0%	30%
2	Do you know the intrinsic elements contained in the short story?	50.0%	90.0%	40%
3	Are the theme, plot, setting, characterizations, point of view, language style and message intrinsic elements in the short story?	60.0%	90.0%	30%
4	Is the title of the short story the theme of the short story?	40.0%	90.0%	50%
5	Does the plot have a causal relationship (cause and effect)?	50.0%	70.0%	20%
6	Is the setting divided into 2, namely the setting of time and setting of place?	70.0%	100.0%	30%
7	Are characters and characterizations the same thing?	50.0%	80.0%	30%
8	Does the second person point of view use the pronoun "He/She"?	50.0%	80.0%	30.0%
9	Are comparisons, contradictions, satire and affirmations the various styles of language?	60.0%	100.0%	40.0%
10	Is hyperbole included in the style of language?	60.0%	90.0%	30.0%

4.4 Discussion

Children who are lazy to read are embraced how important and fun reading is. Islamic junior high school students' experienced developments in analyzing the intrinsic elements of short stories during the program. This is evidenced by their pre-test results 60% to 90% for their post-test results. Students' experience progress when working on the post-test after being given the material. This development is inseparable from the stimulation that we create by continuously inviting students to read and analyze the short stories that have been distributed in the form of a catalog. The teacher should give stimulation of interest in reading students, especially literary works, so that students' knowledge about literature increases; For teachers in carry out the process especially language learning Indonesia in particular analyzing intrinsic elements short story, in order to create conducive atmosphere so that can support success student; (Sari & Suparsa, 2013). On the other hand there are some students who still cannot determine the intrinsic elements in the short story. This matter due to time constraints, so there are still many students who have not mastered the aspects in determining the intrinsic elements of the short story (Limbong, 2018).

5. CONCLUSION

Islamic junior high school students' have developed in analysing intrinsic elements after joining the program. This is evidenced by their pre-test results 60 to 90% for their post-test results. Students' can enjoy literacy activities by reading short stories by looking for intrinsic elements in the short stories they read. This research can be further deepened if the time for making articles is extended and increases the number of students' as research subjects.

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7. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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