

"5W+1H" Component analysis in materials indonesian reading at elementary school

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Abstract

This article discusses the 5W + 1H components and their analysis in SD / MI reading materials, namely the 2018 revised class VI student book Theme 2 Sub-theme 1. The purpose of this study is to search for the 5W + 1H component to make it easier to examine the main ideas of reading. The research method used is a descriptive qualitative method with content analysis techniques, namely techniques that make inferences that can be imitated and pay attention to the validity of the data in its context. The results obtained were the 5W + 1H component in the reading material for the 6th grade students' revision of 2018 Theme 2, Sub-theme 1, which stated that all components were contained in the reading, but of the four reading materials there were two readings that were difficult to find the 'Why' component.

Keywords: 5W+1H; Reading Materials; Student Books.

INTRODUCTION

Reading is a process to get the message conveyed by the author to the readers, the message is in the form of words or written language (Aryanta, 2014: 2). Reading is something that is very important in education and is inseparable, by reading students can receive information related to what is learned, because of this, to be able to read, a child must be taught and understood the procedure to be able to read from the time he was in elementary school. In reading, students need reading material that is in accordance with learning and curriculum, learning Indonesian is a learning that provides a lot of reading material to train students' reading skills.

Indonesian is synonymous with reading material texts. In reading activities, students are invited to understand the reading text given by the teacher. The text/reading material can be understood easily if the language used is effective and the structure/element of the reading material is appropriate. Reading text/reading material is an activity that includes understanding what is contained in the text, the implied and explicit meaning of the reading material read (Aryaningsih et al, 2013: 3). However, not all of the meanings of the reading material can be

understood as stated by Carrell that "A reading material/text does not express that meaning, the text only provides instructions for the reader on how to construct the expected meaning of the knowledge that has been previously obtained. This shows that the information contained in the text can be understood by the reader by integrating the previous knowledge obtained by the reader" (Shofiah, 2017: 285). Understanding of reading is very necessary because it can be seen as a process and effort to understand reading. The main goal of reading is to understand all the information presented in reading material so that it can become a provision of knowledge and insight and intellectual development for readers (Patiung, 2016: 355).

The problem that occurs in schools is that students are less able to understand texts/reading materials. Even though elementary school students need to understand the reading material they are reading, at their average age they are not yet able to understand a lesson in the abstract (Trianingsih, 2016: 199), there are concrete things that need to be there to help them reason and study, material The readings studied were MI/SD Indonesian. These

reading materials are widely used to help students improve their reading skills. To understand a text/reading material, one of the things that is needed is 5W + 1H, namely the elements contained in the reading which function to be able to understand the essence of a reading material as is mentioned in the research of Aviantini et al (2019: 2) suggests that one way to overcome students who have difficulty understanding and listening to the essence of a story, the 5W + 1H learning model is very suitable for use, the 5W + 1H elements are very often used in reading material in the form of narratives, so that students able to examine the contents of the reading, then students must be able to find intrinsic elements in reading material/stories, namely elements of 5W + 1H. In addition to using a variety of methods and strategies to improve students' understanding of reading content, we need to first analyze the 5W + 1 H components in reading in order to obtain information effectively. Therefore, this article will discuss the analysis of the 5 W + 1 H components in Indonesian reading materials at SD/MI. then the 5W + 1H learning model is very suitable for use, the 5W + 1H elements are very often used in reading materials in the form of narratives, so that students are able to examine the contents of the reading, students must be able to find intrinsic elements in reading materials / stories, namely elements 5W + 1H . In addition to using a variety of methods and strategies to improve students' understanding of reading content, we need to first analyze the 5W + 1 H components in reading in order to obtain information effectively. Therefore, this article will discuss the analysis of the 5 W + 1 H components in Indonesian reading materials at SD/MI. then the 5W + 1H learning model is very suitable for use, the 5W + 1H elements are very often used in reading materials in the form of narratives, so that students are able to examine the contents of the reading, students must be able to find intrinsic elements in reading materials / stories, namely elements 5W + 1H . In addition to using a variety of methods and strategies to improve students' understanding of reading content, we need to first analyze the 5W + 1 H components in

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The purposes of this paper are: 1. To share information about 5W + 1H, 2. To describe what components are contained in 5W + 1H, and 3. To describe the results of the analysis of the 5W + 1H components in Indonesian language reading materials at SD/SD. MI. The research results obtained were slightly different from the research conducted, on average those studied mostly discussed the use of the 5W+1H technique for writing skills, while in this study found or analyzed the 5W+1H components in reading materials which indirectly train and improve reading skills for students.

RESEARCH METHOD

This research is a descriptive qualitative study with the object of class VI SD/MI student books theme 2 "Unity in Difference" Sub-theme 1 "Rukun in Difference". The data is processed through selection, comparison, analysis and written down in a qualitative descriptive manner so that the results of the data are in the form of writing presented (Sutarman, 2019: 231). Apart from that, this paper also describes the phenomena that have

been studied in previous research and explains the discussion based on the facts obtained. (Linarwati, 2016:1).

The technique used is content analysis technique, namely a technique that makes conclusions that can be imitated and pays attention to the validity of the data in its context (Jalaludin, 1999:89). Content analysis is a way to obtain information from the contents of the text which is conveyed again with information in the form of symbols. The analysis in this article is to analyze the 5 W + 1 H components in Indonesian language SD/MI reading material in the SD/MI grade VI student book theme 2 "Unity in Difference" Sub-theme 1 "Rukun in Difference".

RESULTS AND DISCUSSION

1. 5W+1H components

5W + 1H are question words that are usually used in interviews by journalists or reporters in the field of journalism (Aryanta, 2014: 8). In the Indonesian translation, 5W + 1H is termed as "asidibimega" which consists of elements of question words including: "A" which is the question word which leads to the event/phenomenon that happened, "Si" which is the question word who, usually asking for objects or subjects. "In" which is where, shows the location or place of occurrence, "Bi" is when, "Me" is why, this question word refers to the causes and effects that occur, and the last is "ga" which is how which shows the procedure, way, or the steps of a thing that happened (Zalman, 2012: 5).

In Indonesian, 5W + 1H is formulated as 3A-3M, this is an abbreviation of What, to-What, Si-What, Where, How, and Whenever (Romli, 2009). All of these are elements of the news. This question explains the process by which the phenomenon can occur, how it occurs, the ins and outs, and the like. The elements in a reading material make it easy for someone to digest and understand the essence of the story properly and correctly and will make it easier for the reader to enjoy the results of the writing and know the core meaning of a news text. In subsequent developments the 5W+1H technique is not

only used in writing news, but for other types of writing.

The answers to each question generated by the 5W+1H component generate information or ideas that can be used as elements in understanding the content of the text/reading material. Effendy (1993: 186) argues that 5W + 1H is an element of a question word consisting of 5 words starting with the letter W and 1 word starting with the letter H namely, What, Who, Where, When, Why, and How which are translated into Indonesian. ie What? (what happened), Who (object/subject involved), Where? (place/location of incident), when (time of occurrence), why? (happened in such a way), and how? (the process of occurrence). These six questions are questions that can make it easier for us to solve problems and generate ideas.

5W + 1H makes it easier for readers to study reading material including elementary school students, they can find main ideas easily in reading material in SD/MI. The content of the story can be obtained in its entirety and information can be obtained systematically with the help of an analysis of the 5W+1H components in the reading material. The example of 5W + 1H in the reading is:

- a. What (What) is used in showing things or things that happen. For example: (What is this?)
- b. Who (Who), if in the reading material there is a character being told or a character in the incident. For example: (Who was involved in the incident?)
- c. When (When), shows the time of the incident. For example: (When did Ina go to Desi's house?)
- d. Where (Where), which indicates the place in the incident. For example: (Where did Lisa crash?)
- e. Why (Why), shows causation or explanation. For example: (Why don't you turn off the tap water?)
- f. How (How), a question word that refers to a way. For example: (How do you do this homework?)

In learning, usually the use of the 5W + 1H sentence is harmonized and used only for certain needs, in this article 5W + 1H is

analyzed based on Indonesian reading material in thematic books. To obtain concrete analysis results, the use of 5W + 1H is very suitable for understanding a text. And teachers should indeed teach students these elements. If they understand the elements or components of 5W + 1H, students will be able to have the ability/competence by asking questions to explore the meaning of the text and solve existing problems.

2. SD/MI Reading Materials

a. The Nature of Reading Materials

Reading material or text is written media arranged by the author to express meaning contextually. According to KBBI (Big Indonesian Dictionary), it is stated that text is "a manuscript in the form of the original words of the author/written material for the basis of giving lessons, making speeches, and conveying something". According to Pratiwi (Pratiwi, 2018: 4). Text/reading material can be summed up as a piece of writing or essay in the form of events, stories, opinions that are presented to the reader according to the purpose and context discussed. Whether or not a text can be digested easily depends on 2 main elements, namely: the language used and what is being said or the content of the text.

Not all of the meaning or content contained in a text can be understood by the reader. Even though the content contained in the text, there is no guarantee that the reader can understand it comprehensively. As stated by Carrell (1983) that "A text does not provide a specific meaning, the text only provides instructions for the reader on how to construct the expected meaning of the knowledge that has been previously obtained". What Carrel explained shows that the information contained in the text can be understood by readers by connecting current knowledge or insights with knowledge previously learned by readers. In teaching and learning process activities, if students experience difficulty in understanding the text, then the teacher's role as teacher and mentor is needed. the teacher has a role in understanding students, helping students to be able to understand a text/reading material properly and correctly.

One way is to use reading material and choose reading material appropriately and accurately and adapted to learning objectives. Teachers need to select texts that are tailored to the needs and characteristics of students. Selection of the right and good reading text will determine the process of understanding the meaning of the text. Selection of good reading material can be seen from various aspects such as text content, vocabulary, sentences, paragraphs, forms of writing, illustrations and colors, and text organization. One way is to use reading materials and choose reading materials appropriately and accurately and according to learning objectives. Teachers need to select texts that are tailored to the needs and characteristics of students. Selection of the right and good reading text will determine the process of understanding the meaning of the text. Selection of good reading material can be seen from various aspects such as text content, vocabulary, sentences, paragraphs, forms of writing, illustrations and colors, and text organization. One way is to use reading materials and choose reading materials appropriately and accurately and according to learning objectives. Teachers need to select texts that are tailored to the needs and characteristics of students. Selection of the right and good reading text will determine the process of understanding the meaning of the text. Selection of good reading material can be seen from various aspects such as text content, vocabulary, sentences, paragraphs, forms of writing, illustrations and colors, and text organization.

A reading can be understood easily or not, depending on two main things, namely:

- 1) language used
- 2) What is discussed or what is read.

This statement is supported by Nurgiantoro (2013: 356) who states that what must be considered in selecting reading texts is not only the level of students' proficiency in the second language but also the level of reading difficulty. The content and scope of reading affect the level of difficulty of the text. If the content and scope of reading is in accordance with the interests and needs (relating to psychological development) of the reader or

in accordance with the field being studied, it will make it easier to understand the text being read. In addition, the difficulty level of reading is closely related to the ability of the reader. If the individual has difficulty understanding the reading material, it means that the individual does not yet have schemata on the reading material being read (Shofiah, 2017: 286).

Reading materials take many forms, ranging from newspapers, magazines, comics, journals, scientific articles, and now there is even a digital book. One of the reading materials discussed in this article is a textbook, namely the 2018 revision of SD/MI student books for Class VI theme 2 "Unity in Difference" Sub-theme 1 "Rukun in Difference". Reading materials should go through the stages of assessment, before being given and applied to students. The material must be appropriate so that the purpose of the reading including the learning carried out will be achieved optimally. To sort appropriate reading material, you must follow several principles (Aunurrahman, 2009), including:

- 1) Relevance
- 2) Consistency
- 3) Adequacy

Criteria that can influence reading materials so that they can be utilized in Indonesian language subjects are related to the conceptual basis for selection, and the selection of reading materials must also meet the scientific criteria of Indonesian language and literature, related to education, and the reading materials used are easy for participants to read students (Romansyah, 2016: 65).

b. Indonesian Language SD/MI Reading Material in Grade VI SD/MI student books theme 2 "Unity in Difference" Sub-theme 1 "Rukun in Difference".

Based on observations/observations of SD/MI class VI student books on theme 2 "Unity in Difference" Sub-theme 1 "Rukun in Difference", several reading materials were found with the following descriptions:

Table 1
Description of Indonesian reading materials in the 2018 Revised Student Book Class VI Theme 2 Sub-theme 1.

Learning to-	Basic competencies (KD)	Title Reading material
1 (One)	3.4. Dig up important information from history books using the what, where, when, who, why, and how aspects 4.4. Presenting important information from history books orally, in writing, and visually using the what, where, when, who, why, and how aspects and paying attention to the use of standard vocabulary and effective sentences.	Indonesian Declaration of Independence
3 (Three)	3.4. Dig up important information from history books using the what, where, when, who, why, and how aspects 4.4. Presenting important information from history books orally, in writing, and visually using the what, where, when, who, why, and how aspects and paying attention to the use of standard vocabulary and effective sentences.	Indonesian Declaration of Independence
4 (Four)	3.4. Dig up important information from history books using the what, where, when, who, why, and how aspects 4.4. Presenting important information from history books orally, in writing, and visually using the what, where, when, who, why, and how aspects and paying attention to the use of standard vocabulary and effective sentences.	Before the Proclamation of Indonesian Independence
6 (Six)	3.4. Dig up important information from history books using the what, where, when, who, why, and how aspects 4.4. Presenting important information from history books orally, in writing, and visually using the what, where, when, who, why, and how aspects and paying attention to the use of	Racer of the Red and White Saka

standard vocabulary and effective sentences.

where, when, who, why, and how

4.4. Presenting important information from history books orally, in writing, and visually using the what, where, when, who, why, and how aspects and paying attention to the use of standard vocabulary and effective sentences.

Source: 2018 revision of Class VI Student Book Theme 2 Sub-theme 1

Based on the table above, it can be stated that learning Indonesian appears in 4 lessons in the class VI book revision 2018 theme 2 Sub-theme 1, namely learning 1, 3, 4, and 6 with the same basic Indonesian language competencies. The reading material contained in the book (Indonesian context) is 4 readings with titles including: Proclamation of Indonesian Independence Part 1, Proclamation of Indonesian Independence Part 2, Towards the Proclamation of Indonesian Independence, and Raising the Saka Merah Putih.

3. Analysis of the '5w + 1h' component in SD/MI Indonesian reading materials

5W + 1H components or elements contained in reading materials consist of what (what), who (who), where (where), when (when), why (why), and how (how). The following describes these components:

- a. What 'what'. A reading material can be said to be effective if it answers questions from the word 'what'
- b. Who 'who'. Accompanied by information about the characters or people in an event
- c. When 'when'. Mention the time of the event / incident
- d. Where 'where'. Indicates the location or place of event / incident
- e. Why 'why'. Causes, reasons, or explanations of the occurrence of an event

- f. How 'How'. Show and explain the process or way of an event and the consequences of the incident.

Here are some examples of 5W + 1H sentences that can be applied to students, namely (Kulsum, 2017: 8):

- a. What (what), Example:
 - 1) What's going on?
 - 2) What is he doing?
 - 3) What did he bring?
 - 4) What is the problem?
 - 5) What causes this to happen?
- b. Why (Why), Example:
 - 1) Why does it happen?
 - 2) Why is this event so excited?
 - 3) Why are people arriving?
 - 4) Why can he sell well?
 - 5) Why did he say like that?
- c. Who (Who), Example:
 - 1) Who did this?
 - 2) Who are the victims?
 - 3) Who did it?
 - 4) Who's coming?
 - 5) Who said this?
- d. when
 - 1) When did this event occur?
 - 2) When will he come?
 - 3) When did they meet?
 - 4) When do you eat?
 - 5) When will he arrive?
- e. Where (Where), Example:
 - 1) Where did he put it?
 - 2) Where did this event take place?
 - 3) Where to meet?
 - 4) Where is he now?
 - 5) Where was he when the incident happened?
- f. How (How)
 - 1) How to solve this problem?
 - 2) How is the story going?
 - 3) What do they think?
 - 4) How did this problem arise?
 - 5) How did it happen?

5W + 1H components can be analyzed in a reading to make it easier for students or readers to understand the main content or ideas in the reading. Based on observations and analysis of the 5W + 1H components in

the 2018 revision of the VI grade students' book theme 2 "Unity in Difference" Sub-theme 1 "Rukun in Difference", the results are as follows:

Table 2
5W + 1H Component Analysis

No	Reading material	5W+1H components		
		What	Who	when
1.	Proclamation of Indonesian Independence part 1	√	√	√
2.	Proclamation of Indonesian Independence part 2	√	√	√
3.	Before Indonesian Independence	√	√	√
4.	Racer of the Red and White Saka	√	√	√

No	Reading material	5W+1H components		
		where	why	How
1.	Proclamation of Indonesian Independence part 1	√	√	√
2.	Proclamation of Indonesian Independence part 2	√	-	√
3.	Before Indonesian Independence	√	√	√
4.	Racer of the Red and White Saka	√	-	√

Source: 2018 revision of Class VI Student Book Theme 2 Sub-theme 1

Based on the results of this analysis, it shows that there is a 5 W + 1 H component in each of the reading materials mentioned. However, in the 5W + 1H component in the question word Why (Why), there is difficulty distinguishing the answer from the word "How", therefore why is not detected in two readings, namely in the titles "Proclamation of Indonesian Independence part 2" and "Pengibar Sang Saka Merah" White". Not being detected here is not non-existent and does not rule out the possibility that it exists. It's just that the question word "Why" is difficult to analyze than the other question words.

CONCLUSION

5W + 1H, namely the elements contained in the reading which function to be able to understand the essence of a reading material. In addition to using a variety of methods and strategies to improve students' understanding of reading content, we need to first analyze the 5W + 1 H components in reading in order to obtain information effectively. In learning, usually the use of the 5W + 1H sentence is harmonized and used only for certain needs, in this article 5W + 1H is analyzed based on Indonesian reading material in thematic books. To obtain concrete analysis results, the use of 5W + 1H is very suitable for understanding a text. And teachers should indeed teach students these elements. If they understand the elements or components of 5W + 1H, then students are able to have the ability/competence by making questions to explore the meaning of the reading and solve existing problems. Based on the results of the analysis of the 5W + 1H components in the 2018 grade VI grade students' reading material, Theme 2, Sub-theme 1 revision, states that all components are contained in the reading, but of the four reading materials there are two readings where the 'Why' component is difficult to find.

Suggestions for the future, hopefully there will be more research on student reading materials. Reading materials including textbooks are very important to study because there are possible mistakes that we can fix together. And hopefully there are criticisms and suggestions for writing this, because there are still many shortcomings. Hopefully this writing is useful for future researchers.

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