



Fables Reading Skills of Ants and Pigeons for Class III SDN Cibedug 01

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ABSTRACT

Background: Reading is part of the four language skills. Reading plays an important role in forming an intelligent, critical and creative generation. Basically, the ability and skill to read is a mandatory requirement. Therefore, the ability to read must be cultivated from an early age. To improve the reading ability of grade III elementary school students, fairy tales can be used.

Purpose: The purpose of this study was to determine the level of students' ability to read the Ants and Pigeons fable.

Design and methods: The research method is a qualitative descriptive research. The subjects of this research were grade III students of SD Negeri CIBEDUG 01. Data analysis techniques using the Miles and Huberman models included data collection, data reduction, data presentation, and drawing conclusions or examination.

Results: The results of this study on the ability to read fables at SD Negeri CIBEDUG 01 can be categorized into Very Good (12%), Good (61%), Enough (24%) and Needs Guidance (3%) categories. Based on the findings, motivational factors within students affect the enthusiasm for learning to read fairy tales in elementary schools. In addition, reading fairy tales is considered difficult to understand by students.

Keywords: reading skills, fables, fairy tales

Introduction

Education has always been the nation's concern because with quality education a quality society will also be created (Rozak, 2017, p. 1). Reading is one of the language skills that can create a quality society. H.G. Tarigan (2015: 7) argues that reading is a process carried out and used by readers through the medium of text/written language to obtain information that the author wants to convey. Reading is a language skill that is receptive or accepted. By reading, one obtains information from written sources. Reading also increases students' understanding of the material they read. (Bastulbar et al., 2019)

Reading is one of the activities that cannot be separated in everyday life. Because the Writing is clearly visible everywhere. In teaching activities at school, reading is first taught to students. Reading is one way to build reasoning skills to encourage reading activities in the home, community and school environment. Because reading is a window of knowledge and a storehouse of information. Therefore, it is necessary to have training in reading skills so that the information obtained can be digested properly, so that people, especially students, can filter out accurate information (Hasnan, et.al, 2019)

Learning in elementary schools is a fundamental foundation for instilling the right material to be taught to students. Indonesian language learning materials in elementary schools expect students to have many language skills. Learning Indonesian consists of four

skills including listening, language skills, reading skills, and writing skills. The four language skills are one unit and cannot be separated from one another. Fairy tales are a form of traditional narrative (Nurgiyantoro, 2018:15-29).

Fairy tales are fantasy stories that don't really happen (Nuran et al. 2018: 80). Meanwhile, according to Habsar (2017: 23) Fairy tales are fictional stories that are intended to entertain and contain moral values. Fairy tales are meant to teach morality, the interests conflict between good and evil, and good ultimately triumphs. The characters depicted can be fellow humans or other creatures such as animals and spirits with clear shallow characters who are torn between good and evil according to the moral teachings conveyed (Ahmad, 2016).

Fables (Animals) are a form of story that is liked by many people, especially children, all over the world. Animal stories are one of the most popular stories among children around the world, so they can be an interesting means of building character in the world of education. Moral values that are conveyed by raising animal characters can be an interesting topic in visual expression with a different approach. The personalization approach is an illustrative approach that is especially appealing to children. Animals presented in the personification approach are animals that behave like humans. An example is an elephant walking on two legs, a tiger dressed up, etc., which are presented in a simpler way to attract children's attention. Of course, in a language that is easy for children to digest and understand (Prasetyo, 2014).

In addition, fairy tales can improve children's intelligence by expanding their knowledge about what is good and what is not. And the increase in vocabulary obtained by students after reading fairy tales. He found something new, such as adding a new vocabulary to improve children's speaking skills. And this fairy tale is interesting for children, containing animal stories in the form of characters played as humans, with real animal illustrations in attractive colors to stimulate children's interest in reading. However, the fact is that learning Indonesian in grade one, especially story material, is less interesting for researchers. Because learning speaking skills, it is found that many teachers still use inadequate methods and media. Therefore, learning in class is less attractive to students (Gussani, 2022).

The ability to read fairy tales must be taught in elementary schools using the right method. As a teacher, it is expected to know how to deliver the correct material to students, because reading fairy tales is still quite difficult for elementary school children to master, because reading aspects such as fluency, intonation, facial expressions are still quite difficult to master. Therefore, pronunciation and tone of voice are still low in reading fairy tales.

The aspect of fluency is the fluency of sentences that are read and received by listeners. According to Chandra et al. (2021: 904), good reading skills are achieved by paying attention to the use of pauses, stress and expressions when reading. According to Putran et al. (2021:459) Intonation is one of the characteristics of a speech style that emphasizes certain words in the level of the sentence (Ahmed, 2016).

Pronunciation according to Kbb is a process, method, act of pronunciation. Pronunciation, namely the clarity and correctness of the pronunciation of each word and letter that is read. The volume must be adjusted according to the circumstances, the size of the room, the number of listeners and the availability of speakers. Expression is imitation with appropriate limb movements and facial expressions.

According to Rizal et al. (2019:32) Ways to express or convey certain intentions such as sadness, joy, surprise, fear and anger. Learning to Read Fairy Tales in Grade III Elementary School with theme 2 entitled Ants and Pigeons. Subtheme 2 Use of animals in human life. The purpose of this study was to determine the ability to read stories of third grade students at SD Negeri Cibedug 01.

The purpose of this study was to analyze the ability to read stories of third grade students at SD Negeri Cibedug 01 which is still much needed to determine students' reading abilities. In previous research on understanding objects based on Barrett's taxonomy. Meanwhile this study used students' reading skills.

Methods

This research uses descriptive qualitative research. This research was conducted in November 2022 at SD Negeri Cibedug 01, Cibedug Village, Ciawi District, Bogor Regency. This research is a qualitative descriptive study. The subjects of this study were 33 grade III students of SD Negeri Cibedug 01, 18 boys and 15 girls, and the aim was to find out the ability to read fairy tales about ants and pigeons.

This research is focused on reading fable stories of grade III students of SD Negeri Cibedug 01. The primary data source of this research is the reading ability of grade III SD Negeri Cibedug 01 students. III SD Negeri Cibedug 01. Data collection techniques used in this research are observation techniques, interviews, recording techniques and documentation research. Research tools are interview guidelines and students' reading comprehension notes. Data analysis techniques using the Miles and Huberman model (Sugiyono, 2017:370) include data collection, data reduction, data presentation, and drawing conclusions or testing (Ahmad, 2016).

The research process begins with an introductory stage, namely collecting data that can be used to survey schools and determine students' reading levels. Study-related data was collected at baseline. The second phase is the information reduction phase, or the main theme is selected through research that includes aspects of fairy tale literacy, and the third stage is the information presentation stage. During this phase, the researcher presents the data using appropriate tables and graphs. The fourth step is to draw and verify conclusions. At this stage draw conclusions based on the findings (Marau et al., 2019).

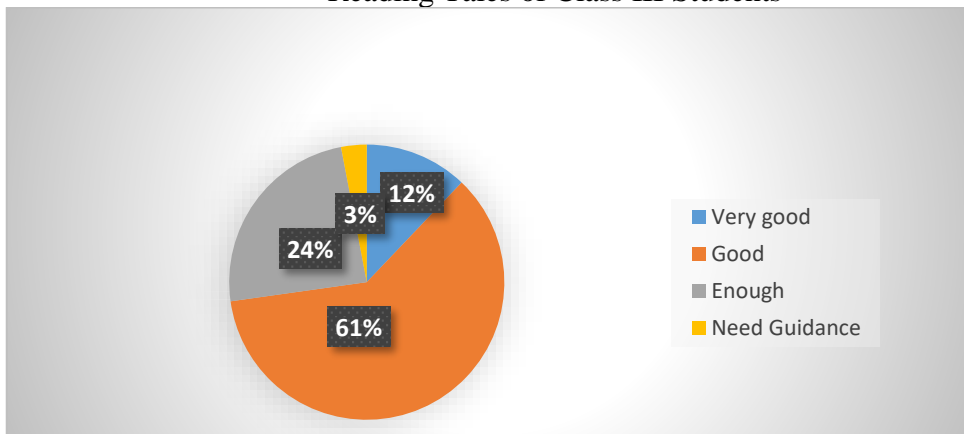
Findings & Discussion

Ability to read is the ability and willingness of a person to understand the thoughts and symbols or sounds of language in reading texts that are adapted to the intent and purpose of the reader to get the desired message or information. Reading requires a good understanding because reading requires good skills to understand the reading text and interpret the contents of the reading. (Search for Novita, 2020)

Research has been carried out at SDN Cibedug 01 Bogor Regency by analyzing the ability of third grade students to read fairy tales. Based on the results of the research analyzed, the research process which was conducted in November 2022 showed that students' reading abilities varied widely.

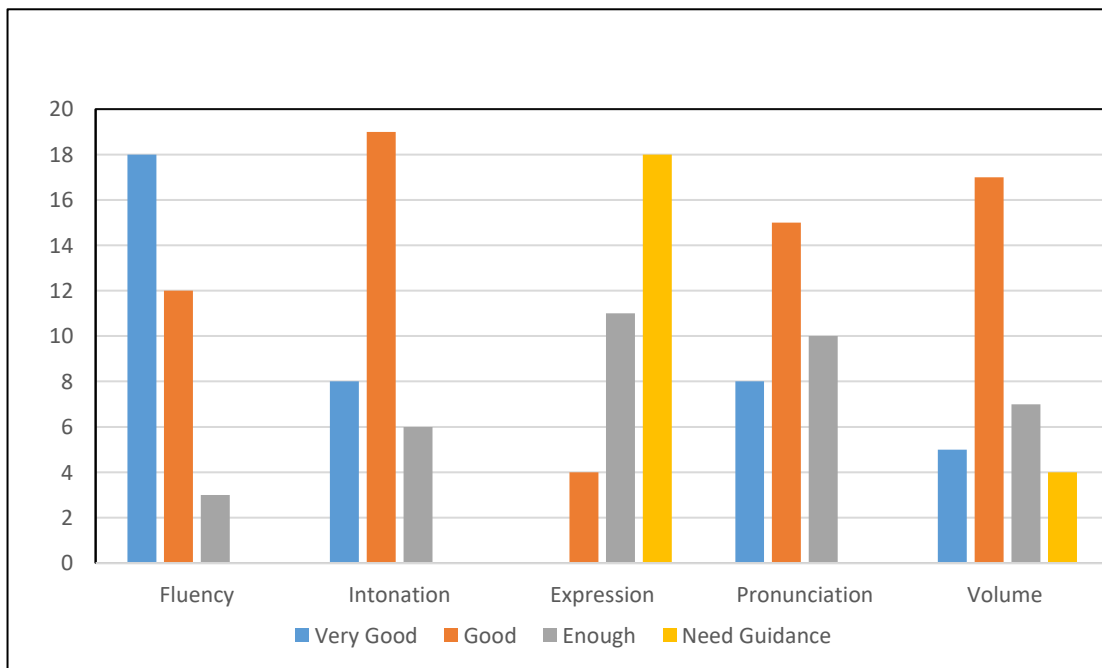
Reading requires aspects of literacy. Literacy aspects include fluency, intonation, expression, pronunciation, and volume. In the reading literacy section, it is presented in the form of a pie chart. The following is a chart of students' extraordinary reading ability assessed from the perspective of existing reading ability

Figure 1 Skills Diagram
Reading Tales of Class III Students



Based on the pie chart presented, the students' ability to read fables very well is 12%, good is 61%, sufficient is 24%, and needs guidance is 3%. Based on our analysis of fairy tale reading ability of third grade students at SD Negeri Cibedug 01 using existing research tools, we can conclude that we know each student's fairy tale reading ability. The research tools are then grouped into several categories related to the students' fairy tale reading skills. The number of students in SD Negeri Cibedug 01 Class III for the academic year 2022/2023 is 33 students. 18 male students and 15 female students. The students' fairy tale reading skills are very different. Each student has a different ability to read fairy tales. The following is a pie chart to see how students in Grade III at SD Negeri Cibedug 01 read fairy tales..

Figure 2. Diagrams
Fairytale Reading Skills for Class III Students



Fluency (according to KBBI) is a state of fluency in (something) or not stuttering. According to the bar chart, students who are very good at reading fairy tales consist of 18 students marked in blue, then students who are good at reading fairy tales consist of 12 students marked in orange. And the pupils who can read fairy tales adequately are 3 pupils marked in grey.

Intonation is the tone or rhythm of the voice when pronouncing text. Emphasis cannot create monotony in the pronunciation of the text, which makes the pronunciation of fairy tale texts interesting. Pronunciation can be developed by increasing and decreasing volume and pitch. Each word, phrase or sentence in the fairy tale text must be pronounced with full awareness. Therefore, every reader must know when to speak loudly or slowly-lowly (Puspita et al., 2018).

Using the bar chart, there are 8 students who read fairy tales with very good intonation, who are marked in blue. Furthermore, there are 19 students with good intonation who are marked in orange. And the students whose intonation is sufficient are 6 students who are marked in grey.

According to Rizal et al. (2019: 32), intonation is a way of expressing or communicating certain intentions such as feelings of happiness, sadness, joy, surprise, fear and anger. (Ahmed, 2016). Using a bar chart, the students who read fairy tales with good expression consist of 5 students marked in orange, then there are 17 students who have read enough of their fairy tales marked in grey. And the students who read fairy tales in need of guidance are 18 students marked in yellow.

Pronunciation is the clarity and accuracy of the pronunciation of each word and letter read. By using bar charts, there are 8 students who read fairy tales with very good pronunciation, who are marked in blue, then the students who read fairy tales with good pronunciation were 13 students who are marked in orange. And the students who read fairy tales with sufficient pronunciation are 10 people marked in grey..

Volume is sound that is adjusted to the conditions, both the size of the room, the number of listeners and the availability of speakers. In the bar graphs, students who read fairy tales very well, consisting of 18 students, are marked in blue, then students who read fairy tales well, consisting of 12 students, are marked in orange. Pupils who read fairy tales with a volume sufficient for 7 pupils are marked in grey. Pupils who read fairy tales with a volume sufficient for 4 pupils are marked in yellow.

Reading literacy is the ability and willingness of a person to understand the thoughts and symbols or sounds of language in reading texts that are adapted to the intention and purpose of the reader to get the desired message or information. Reading requires good comprehension because reading requires good skills to understand the text being read and to interpret the content of what is being read. (Search for Novita, 2020).

It is said that the performance of a fable is very good if the intonation, fluency, expression, pronunciation and volume are adapted to the audience when the fable is read. When the reader tells a good story, the listeners can feel happy and entertained and can understand the message of the tale. Likewise, if the reader tells a story without paying attention to intonation, fluency, expression, pronunciation and volume, the audience will feel bored because the story being read is monotonous and the audience cannot understand the message contained in the fable.

The fairy tale reading skills of the students of Class III of SD Negeri CIBEDUG 01 are said to be good, and there are some students who are still lacking and need guidance, therefore it is necessary to give them more mature training for the future so that they can achieve grades in the very good category with the guidance of the class teacher.

Conclusion

Based on the results of data analysis from the problem formulation, the following conclusions can be drawn: The reading ability of Class III students at SD Negeri Cibedug 01 is examined from various aspects such as fluency, intonation, expression, pronunciation and volume. In general, the students' ability to read fables from the existing aspects is quite good with an average of 13.32. The results showed that 12% of the students' competence was in the "very good" category, 61% in the "good" category, 24% in the "adequate" category and 3% in the "needs guidance" category.

The students' ability to read fables was divided into several groups, namely four students who read fables with very good criteria, twenty students with good criteria, eight students with sufficient criteria and one student who needs guidance. The students' performance in terms of fluency is considered good because the students can read more than half of the text. Aspects of students' intonation are good. Some of them can pronounce the correct intonation in all punctuation marks.

In terms of expression, most students still need guidance. Most students are still embarrassed when reading fairy tales and show monotonous and blank faces. Pronunciation is also in the good category. In general, students showed correct pronunciation and intonation in more than half of the texts. And in terms of volume in the good category. Pupils already know how to read fairy tales in a clear volume.

Factors that influence pupils' ability to read fairy tales are motivational factors within the pupils themselves, and the fact that reading fairy tales is considered difficult for pupils to understand. Therefore, Grade 3 students need to be supported by teachers and parents to continue learning and practicing reading appropriate and correct fairy tales. To ensure that students don't get bored while learning and to make learning more fun, teachers should use interesting learning media such as visual aids when telling folk tales, fairy tales or children's stories.

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