

The Skills of Rewriting Folklore in Class IV Elementary School Students with Video-Assisted

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Abstract. This research aims to describe the skills of fourth-graders at SD Negeri Percobaan in rewriting folk tales. In practice, this research uses a content analysis method with a qualitative approach that has three steps, namely condensing data, presenting data, and drawing conclusions or verification. Data collection techniques in this study used interviews, questionnaires, tests, and documentation to 15 respondents. By paying attention to the findings and discussion, this research has been able to prove the skills of fourth-grade students at SD Negeri Percobaan have skills in rewriting folklore that are not good in terms of content accuracy. The efforts of teachers in improving the skills of rewriting folklore in students are also found through the use of media and learning methods. The theoretical analysis in the discussion provides broad and in-depth information that the skills of students in rewriting folklore in fourth-grade elementary school students are because they have been able and have a good understanding of following the level of development of their age in learning to rewrite folklore so that their skills can improve.

Keywords: Rewriting Skills, Folklore, Students.

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INTRODUCTION ~ Based on article 25, paragraph (1) of Law No. 24 of 2009 concerning the State Flag, Language and Emblem, as well as the National Anthem that Indonesian is the official language of the state. This means that every Indonesian citizen is required to have the ability to speak Indonesian. In the field of education, especially in the classroom learning process, Indonesian language subjects are taught at all levels of formal education. This is the same as "Indonesian language must be used as an introduction in national education", article 29, paragraph (1) of Law No. 24 of 2009 which aims to make students able to communicate in Indonesian orally and in writing. In addition, students are able to develop their potential according to their respective abilities.

Learning Indonesian in elementary schools has four aspects of language skills

that must be mastered by students, namely listening, speaking, reading, and writing (Tarigan, 2008). Another opinion is that language skills are a means of communication, teaching, and integration which include listening, speaking, reading, and writing (Setyaningrum, Andayani, & Saddhono, 2018). The learning is not only directed to increase knowledge, but to improve language skills. Therefore, students are required to be able to use Indonesian properly and correctly.

Reading and writing skills are basic skills that must be possessed by elementary school students. Writing skills must be applied in the lower grades, so that students are trained to write in the high grades. Learning is a component in education, in which there are various interactions that occur between students and between students with teachers.

Writing is a skill that can be nurtured and practiced. Writing is one of the productive language skills, where writing activities require knowledge and skills so that writing is meaningful and on target (Sahmini, Sunendar, Sumiyadi, & Cahyani, 2020). Through writing activities, a person is able to express his ideas in written form so that everyone is able to understand them (Djuharie, 2005). This is in accordance with the opinion of Iskandarwassid & Sunendar (2008) that through writing we can convey messages, thoughts, ideas that we want to convey to others so that others understand what we mean or want. So with writing someone can convey an intention to others so that the intention can be understood. another opinion, Suhendra (in Alawiyah, 2021) defines writing skills as the skills of each individual to pour his ideas and ideas into written form. Another opinion, Abidin (2015) suggests that writing skills are the process of expressing opinions on the basis of input obtained by the author from various available sources of ideas. Furthermore, Malladewi & Sukartiningsih (2013) argue that writing skills are a person's ability to convey thoughts or ideas into written form or a story. Another opinion, Abidin (2015) suggests that writing skills are the process of expressing opinions on the basis of input obtained by the author from various available sources of ideas. Furthermore, Malladewi & Sukartiningsih (2013) argue that writing skills are a person's ability to convey thoughts or ideas into written form or a story.

According to Gutiérrez, et al (2015) "... writing skill is a cognitive process (White & Arndt, 1991) that involves the activation of a series of non-linear mental operations (Hedge, 2005) to organize and

arrange the ideas on a piece of papers". This opinion can be interpreted that writing skills are a cognitive process that involves activating a series of non-linear mental operations to organize ideas on a piece of paper.

From some of the opinions of these experts, it can be concluded that writing skills are a person's activity to pour ideas, ideas, imagination, fantasies and feelings into written form, both fiction and non-fiction.

Some phenomena occur that the absorption of information from each person is different even though at the same time listening to the same thing. So that each student has different abilities when students are asked to rewrite a story that has been read or listened to from beginning to end in the form of an article. At least some of these categories can represent the picture. First, a person is not able to rewrite what he reads or listens to; Second, a person is only able to rewrite a small part of the story or most of it exactly on what he reads or listens to; Third, a person is able to rewrite what he reads or reads exactly the same.

State of the art research Khotimah & Suryandari in 2016 which focused on the difficulties of students in writing essays stated that there was a phenomenon of difficulties faced by 22 students of SDN 02 Panjer in writing, namely arranging titles, determining main ideas, developing paragraphs, and using spelling, and punctuation (Khotimah & Suryandari, 2016). Then in a further study conducted by Dewi, Martha, & Wendra in 2016 which focused on the difficulties of students in writing short stories, it was stated that there were learning difficulties in short story writing skills experienced by junior

high school students in Singaraja, namely difficulties in determining topics, determine the theme, create an outline for writing, develop a framework, string events into a storyline, determine conflicts from events, compose effective sentences, and compose good paragraphs (Dewi, Martha, & Wendra, 2016). Then finally, in another study conducted by Mundziroh, Andayani, & Saddhono in 2013 which focused on the ability to write stories using the Picture and Picture method in elementary school students, it was also stated that there were difficulties for students in writing, it was because students in writing the main idea is still not visible (Mundziroh, Andayani, & Saddhono, 2013).

From the several studies that have been carried out above, it appears that there are difficulties experienced by students when they are assigned to write stories. Writing stories requires knowledge of how to put ideas into written form. One of the causes of the lack of students' ability to write stories is the lack of interest in reading which makes students lack insight, vocabulary, and even sufficient imagination to become capital in writing.

Based on the description of the problem, the researcher is interested in conducting research as well as knowing the writing skills of fourth grade students in an elementary school in Garut about folklore. In this regard, the formulation of this research is:

1. How is the learning of folklore rewriting skills for fourth grade elementary school students?
2. How is the skill level of folklore rewriting skills in fourth grade elementary school students?

3. What are the difficulties of students in rewriting video-assisted folklore?

The purpose of this article is the result of research related to the learning of folklore rewriting skills in fourth grade elementary school students, the level of folklore rewriting skills in fourth grade elementary school students, and knowing the difficulties of students in rewriting folklore. The results of this study will be used as material for teachers to train students in developing these competencies (Mustakim, 2005). Part of the basic competence that must be mastered by fourth grade elementary school students is the skill of rewriting folklore. Folklore has prosaic characteristics about human life. Through this folklore, students are presented with a reading to listen to, then they were asked to retell it either orally or in writing (Nurgiyantoro, 2017). The aspect that is the focus is on the accuracy of the content.

METHOD

The research method is basically a scientific way to get data with certain goals and uses (Sugiyono, 2009). The method used in this research is content analysis with a qualitative approach. This study used qualitative research methods.

According to Sugiyono, qualitative research methods are research methods used to examine the condition of natural objects, (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined) data analysis is inductive, and qualitative research results are more emphasize meaning rather than generalization. By using a qualitative approach to data collection, researchers put more emphasis on the situation in

order to find, understand, explain and get a picture of how the students' abilities are.

The selection of the method was adjusted to the research objective in this study, which was to obtain information about the folklore rewriting skills of fourth grade elementary school students on the aspect of content accuracy. According to Weber, content analysis is a research method using a set of procedures to make valid inferences from a text (Ahmad, 2018).

Research instruments are tools or facilities used by researchers in collecting data so that work is easier and the results are better (Arikunto, 2010). Researchers directly collect data and to facilitate the process of data processing, researchers use assessment guidelines. The research instrument used in this study consisted of interviews, questionnaires, tests, and documentation.

First, interviews were conducted with the teacher to determine the students' skills in rewriting the story and to get a match or get confirmation of the comparison of data obtained from students and teachers. In practice, the interview technique is carried out in an unstructured manner that is flexible, the interviewer is free to ask various questions to the participants but the researcher also has an agenda of questions that are broadly related to the research problems to be asked (Rachmawati, 2007). Second, the questionnaire is a tool to collect data in the form of a list of questions submitted to respondents to be answered in writing (Hamdi, 2014). Questionnaires are used to determine student responses regarding learning. The test technique is

intended for fourth grade students to get the results of students' skills in rewriting the stories they have read in writing. Third, the test carried out in this study was an assignment to rewrite a folk tale "Situ Bagendit". Fourth, documentation is carried out by researchers to obtain documentation of students' work in the form of photos/images. This tool is used to document the work of students in the form of writing that retells the folklore they have watch.

To analyze the data that has been found, the researcher uses a qualitative descriptive analysis technique that has several steps according to the theory of Miles, Huberman, & Saldana (2014), namely analyzing the data with three steps: condensing the data, presenting the data, and drawing conclusions or verification. These analytical activities are interconnected and take place continuously as long as the research is carried out from the beginning to the end of the study, so that the data obtained are not unequal or biased between one data and another related data.

This research was conducted at SD Negeri Percobaan which is located in Cibiru Wetan, Cileunyi, Bandung, West Java. While the respondents who became the subject of this study were fourth grade students with a total of 15 students consisting of 5 women and 10 men.

RESULTS

The findings in this study are the results of tests conducted on fourth grade students of SD Negeri Percobaan Cibiru as a result of research from data collection and data processing. All data that has been obtained is reduced according to the problem that is the focus of the research. The research results that have been

obtained are then described and analyzed and finally conclusions are drawn.

The results of the analysis obtained by researchers that the skills of rewriting

folklore in fourth grade students of SD Negeri Percobaan Cibiru in terms of content accuracy are made in the form of a table as follows.

Table 1. Percentage of Retelling Skills on Content Accuracy Aspect

No.	Respondent (R)	Aspects of Content Accuracy			
		4 Good	3 Pretty good	2 Not good enough	1 Not good
1.	R1	✓			
2.	R2	✓			
3.	R3		✓		
4.	R4			✓	
5.	R5			✓	
6.	R6		✓		
7.	R7	✓			
8.	R8	✓			
9.	R9			✓	
10.	R10		✓		
11.	R11			✓	
12.	R12		✓		
13.	R13			✓	
14.	R14			✓	
15.	R15			✓	
Amount		4	4	7	0

Based on table 1. it can be seen that the number of students who obtained a good category in the aspect of the story sequence of folklore retelling skills amounted to 4 people, students who got a pretty good category were 4 people, students who got a not good enough category were 7 people, and there are no students who get a not good category in terms of content accuracy.

It can be concluded that the mastery of the accuracy of the content on fourth grade students of SD Negeri Percobaan Cileunyi in rewriting the folklore that they have seen is getting a poor category where some students in rewriting folklore are in the form of writing that the description of the story is less accurate from beginning to end. And most students

only tell the beginning and the end, while the middle part is not told.

For 7 people in the poor category, it shows that they have difficulty in the accuracy of the content in rewriting activities. One of the causes is the psychological condition of the students themselves. Students who have difficulty in retelling are because the students themselves do not know what to write, feel confused when starting their writing, and how to write down their ideas in a story.

This is in accordance with the results of the interview sheets conducted to the fourth grade teacher of the Experimental State Elementary School that students write stories according to the storyline in

the video and the results are good, but there are some that are skipped because they forget what they have seen. Then, the results of the questionnaire sheets that have been filled out by all students show that students are enthusiastic and happy in listening to stories through video shows. However, during the learning process, students find it difficult to rewrite what has been broadcast because they feel they have forgotten, especially the middle part of the story they have read.

DISCUSSION

The description of the results of the study shows that the ability of students in grade IV SD Negeri Percobaan Cileunyi in rewriting folklore skills has various abilities. The diversity is in the good category, quite good and not good.

As the results of the study, for fourth grade elementary school students there is one aspect in rewriting folklore skills, namely the aspect of content accuracy that has difficulty, where the result is that in the aspect of content accuracy it is in a poor category which has the criteria that the description of the story that students tell is lacking in detail. and less accurate according to the content from the beginning to the end of the story. Because it can be seen from the work of students where there are still many students who only tell the beginning and the end without telling the middle. This is reinforced by experts who say that there are causal factors that influence students in retelling on aspects of content accuracy.

According to Kurniawan (2014) the teacher factor is also a determinant in helping students who have these difficulties. To help students who have

difficulty retelling folk tales, teachers can apply retelling lessons using media and methods.

The teacher's efforts in improving the rewriting skills of folklore in students are also found through the use of learning methods. Lestari, Setyaningsih, & Mardikantoro (2014) showed that the cooperative script method increased after carrying out learning to retell fiction stories that were read and also students experienced behavioral changes in a more positive direction.

In another study, Purwanto (2017) showed that using the role-playing method increased learning outcomes, especially in the skills of students in rewriting stories.

In addition to the application of the method, the teacher's efforts to improve the rewriting skills of folklore in students are also found through the use of learning media. Several studies have shown that the teacher factor can help students to have skills in retelling fictional stories. There are several alternatives carried out by teachers and it turns out that there are other studies that are considered capable of improving these skills. One of them is using learning media. This is as stated by Syahrudin (2010, p. 5) that the success of teachers in achieving learning objectives depends on the way the teacher chooses the right type of media for the learning process. In line with Sutisna's assertion (2017, p. 284) that the use of appropriate learning media is expected to improve the quality of the student learning process and the type of media used is adjusted to current needs and developments.

As did Mulatsih, Suharno, & Anita (2018, p. 198-199) who successfully showed that the use of media in the form of visual aids series can help students in rewriting fiction stories. The indication is an increase in student enthusiasm for learning, student activity so that learning outcomes also increase. Through picture series media also makes students feel happy, excited, and dare to express ideas.

In a study conducted by Cahyani (2018, p. 324) also succeeded in showing that in retelling skills with the use of hand puppet media there was an increase. This can be seen from the increase in student learning activities and improvements in every aspect of retelling skills. This is evidenced by an increase in student learning activities and an increase in the aspect of storytelling skills. The results of students in retelling increased can be seen in the increase in the acquisition of the average score of students.

This research, besides being able to show a description of the skills of some students in rewriting folklore skills that are not good, has also been able to show the skills of several other students who get a fairly good category and there are even students who get a good category. These skills are mainly in the aspect of rewriting folklore skills, namely the accuracy of the content. Such results can occur in fourth grade elementary school students because they have been able and have a good understanding of following the level of development of their age. This is as stated by Roberts (2014) that there are also students who have good retelling skills, even very good if they are able to master the task of learning development according to the level of the students themselves.

CONCLUSION

Based on the research findings and discussion, the researcher can conclude that the rewriting skills of folklore in the fourth grade students of SD Negeri Percobaan Cileunyi are in the poor category in terms of content accuracy. This category shows the criteria that in rewriting folklore, students convey stories less accurately from beginning to end.

This research has theoretical implications in adding insight to theories about students' language skills at the basic education level. Ability in language is that students have skills in rewriting folklore in terms of content accuracy. The practical implication is that the results of this study have implications for choosing the right learning method.

Furthermore, this study recommends that in learning Indonesian, especially in the basic competence of rewriting, the teacher must do it gradually and continuously so that at the next level students have a good stock of skills. The aspect of content accuracy is an aspect that the teacher must pay attention to in developing these basic competencies.

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