

Analysis Of Mastery Of Material Concepts, Narrative Texts And Procedure Texts In Class 4 Mi Hidayatus Shibyan Students

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Abstract: This research aims to analyze the mastery of the concepts of narrative text and procedural text material in grade 4 students at MI Hidayatus Shibyan. This research uses descriptive qualitative methods. Data collection techniques were carried out through test, interview and documentation methods. Based on the results of the research that has been carried out, it can be concluded that class 4 students at MI Hidayatus Shyiban have not mastered the understanding of the concepts of narrative text and procedural text material. The narrative text and procedural text material possessed by students is still low. Factors involving student learning difficulties include teachers often using the lecture method, lack of learning innovation provided by teachers, decreased student enthusiasm for learning, and students' lack of mastery of the material. Therefore, there is a need for a solution in dealing with difficulties in mastering narrative text and procedural text material, namely; reading texts repeatedly in order to understand the material, increasing enthusiasm and interest in learning through the use of learning media and learning models, carrying out concrete learning in understanding procedural texts and procedural texts that can provide experience as well as understanding for students.

Keywords: Analysis, Narrative Text, Procedure Text

PRELIMINARY

Education is a planned and organized effort that aims to improve the welfare of the nation and develop Indonesian people as a whole, so that they obtain information, demonstrate integrity, demonstrate competence, demonstrate creativity, achieve independence, and assume responsibility (Dakhliyah, 2019). As for Law Number 20 of 2003, education is a deliberate and organized effort to create an educational atmosphere and procedures that foster religious and spiritual fortitude, self-discipline, character, intellectuality and virtuous character in students (Sabilla et al. , 2022). Indonesian is a subject taught in elementary schools that helps foster student engagement and participation. Language functions as a communication tool. Acquiring a language involves acquiring the ability to communicate effectively. The main goal of learning Indonesian is to acquire knowledge, skills, creativity and attitudes, which is no different

from other learning goals (Ali, 2020). At each school level, the objectives of learning Indonesian are different, but in the end they all aim to achieve the same goal, namely meeting learning objectives (Alam, 2017).

According to (Oktavia et al., 2022), Indonesian aims to improve students' abilities in oral and written communication in Indonesian, as well as fostering appreciation for Indonesian literature. The purpose of analyzing students' level of conceptual understanding is to accurately assess and represent their conceptual understanding in Indonesian language learning. In line with the objectives of learning Indonesian, mastery of concepts provides a clear picture of the number of students who have the ability to interpret, explain meaning or significance in a way that can be understood by other students. Understanding is demonstrated by students' ability to articulate explanations or provide a more detailed picture of a concept using its own language (Zamariah, 2016).

One important aspect that students must understand is mastering the concepts of Indonesian language material, one of which is increasing understanding of the concepts of narrative texts and also procedural texts. Narrative text is a literary composition that tells a series of incidents or incidents in story form (Sapawi, 2017). Meanwhile, according to (Alimah & Indihadi, 2022) narrative text is a type of writing that presents a story or tells an incident or event from a certain period and point of view. Based on this description, it can be concluded that narrative text is text that tells chronologically an event that occurred within a certain time period. Understanding narrative texts can be seen as a continuous and ongoing process (Oktavia et al., 2022).

Mastery of material concepts is also required in procedure texts. According to (Desti Yunisyah et al., 2020) Procedure text is a type of text that offers a clear and detailed explanation of how to carry out a certain task or activity. Procedural text, also called procedural paragraph, is a special type of text that explains a process or series of actions with the aim of creating something in a predetermined order (Pitaloka et al., 2023). Procedure text is a special form of writing that presents a series of stages or steps in a concise and straightforward manner. The aim of creating procedure texts is to improve students' systematic and logical thinking abilities (Aldona et al., 2022). Mastery of procedural texts includes an understanding of the organization which includes title, objectives, tools and materials, as well as stages/procedures. A well-organized text

structure improves understanding and captivates readers when engaging with procedural texts (Desti Ayunisyah et al., 2020).

Narrative texts and procedure texts are important for students to master. By mastering narrative text material, students can create essays that tell a certain event or event in a certain time series. Success in writing a narrative essay is influenced by mastery of the material meaning of narrative text, narrative text structure, and characteristics of narrative text (Hieronimus, 2017). Procedure text material is also very important for students to master, namely the purpose of the procedure text, the structure of the procedure text, and the characteristics of the procedure text. With procedure texts, students can describe the steps or instructions for doing something and making a product (Susanti et al., n.d.).

The narrative text and procedural text material is not mastered by students. According to (Khairunnisa, 2020) students' lack of interest and motivation in participating in essay writing lessons is also a trigger for students' low understanding of narrative texts. Meanwhile, according to (Guci & Hafriison, 2020) students' inadequate reading comprehension can contribute to their poor ability to master procedural text material. This problem arises due to several factors, one of which is the decline in students' enthusiasm and interest in participating in class learning. The low literacy skills of students currently influence the mastery of narrative text and procedural text material received by students. The literacy problem is a big problem that requires immediate action, especially among Indonesian society (Nirmala, 2022). The decline in literacy is caused by the lack of student enthusiasm in reading learning material and students feel bored by reading textbooks that contain full material. We can encounter problems regarding mastering the concepts of narrative text and procedural text material in elementary school students, one of whom is grade 4 student MI Hidayatus Shibyan.

MI Hidayatus Shibyan is an elementary school located in Kediri Regency. We can find narrative text and procedure text material in class 4. In ongoing learning activities, teachers often use the lecture method and there is no application of other learning methods used for class 4 students. Based on the results of interviews conducted by researchers with class 4 homeroom teacher MI Hidayatus Shibyan found that grade 4 students did not understand narrative text and procedure text material. This is known from student learning results in narrative text and procedural text material which on average have a score below

the KKM, with a KKM score of 70. The low student scores can be caused by a decrease in students' enthusiasm for learning, thus affecting students' ability to master the learning material. Based on the description above, the researcher is interested in conducting research which aims to determine the mastery of the concepts of narrative text and procedural text material possessed by class 4 students at MI Hidayatus Shibyan with the title "Analysis of Mastery of the Concepts of Narrative Text and Procedure Text Material in Class 4 Students at MI Hidayatus Shibyan".

METHOD

The method used in this research is descriptive with a qualitative approach. The qualitative research method is a research method used to examine the conditions of natural objects, where the researcher is the key instrument (Sugiyono, 2019). In this research, data was obtained through interviews, observation and documentation methods (Sugiyono, 2021). The subjects in this research were the class 4 homeroom teacher and all 30 class 4 students at MI Hidayatus Shyiban. This research was carried out at MI Hidayatus Shyiban whose address is Joho Hamlet, Sumberejo Village, District. Ngasem, Kediri Regency, East Java. Data collection techniques were carried out through test, interview and documentation methods (Sugiyono, 2021). Test results of work analysis by linking indicators of conceptual understanding of narrative text material and procedural text, observations were carried out by observing learning activities in class 4 on narrative text and procedural text material, structured interviews were conducted with class 4 teacher MI Hidayatus Shyiban to find out the application of learning text material narratives and procedural texts, documentation carried out to obtain data or information.

RESULTS

To determine mastery of the concepts of narrative text and procedural text material using the results of work analysis carried out on grade 4 students at MI Hidayatus Shyiban with 13 male students and 17 female students. Based on the results of the work analysis that has been carried out, it is known that students have difficulty presenting Narrative text and procedure text work correctly. The following are the difficulties experienced by students in mastering the concepts of narrative text material and procedures;

In presenting narrative text works, some students still do not fully understand the material presented by the teacher. This can be seen from the mismatch in the structure of the narrative text created by students, students are still confused in writing narrative text because they have not yet mastered the concept of the meaning of narrative text, students have difficulty explaining the main idea, story characters and storyline in narrative text, and students Difficulty retelling an event using your own words. Class 4 MI Hidayatus Shyiban students' mastery of the material in presenting narrative text works is still relatively poor. This can be proven that 22 children have not understood the narrative text material and only 8 children have understood the narrative text material.

When presenting procedure text work, many students experience difficulty in ordering the steps or sentences in the procedure text, some students do not know the purpose of making a procedure text, the results of the procedure text work created by students are less structured, and the delivery of instructional information regarding making a product or doing something. activities are less detailed and clear. Class 4 MI Hidayatus Shyiban students' mastery of the material in presenting procedural texts is still relatively poor. This is proven by the fact that 20 children still find it difficult when presenting procedure texts, while only 10 children can present procedure texts. Based on the results of the analysis above, it can be concluded that the mastery of the material possessed by class 4 students at MI Hidayatus Shyiban is still relatively lacking. This can be seen from the presentation of the work of narrative text and procedural text which is still not appropriate and it can be said that students' mastery of the concepts of narrative text and procedural text material is still low. The following is documentation of the test carried out on grade 4 students at MI Hidayatus Shyiban;



Picture 1. Implementation of Narrative Text and Procedure Text Learning

The results of further research were obtained through interviews. The following are the results of an interview conducted with Mrs. VepiVebriyanti, S.Pd as the homeroom teacher for class 4 MI Hidayatus Shyiban;

No	Questions	Answers
1	Are students interested in the learning carried out by the teacher in class?	Much of the learning at MI Hidayatus Shibyan is still monotonous, not using any learning models.
2	What understanding do students have of narrative text and procedural text material?	I once asked students to write stories about valuable experiences with their mothers, coincidentally on Mother's Day. So, the results written by the students are short stories in 3 lines. Furthermore, at MI Hidayatus Shyiban there will be P5, the teacher will explain some of the food that will be sold at the bazaar and how to make the food, then it will be discussed in the Indonesian language lesson, the student procedure text material has many grades below the KKM.
3	What are the factors that influence student understanding?	The students' abilities here are lacking because when delivering the material the teacher does not use media or learning models that can improve students' mastery of the material

Based on the results of the interview, it can be concluded that the decline in students' interest in learning in narrative text and procedural text material is caused by various factors, namely the use of learning methods in the form of lectures, the minimal use of learning media, and the need for innovation in the learning process in the classroom in narrative text and procedural text material.

DISCUSSION

Based on the results of tests and interviews conducted with students and class 4 teachers at MI Hidayatus Shyiban, it can be seen that students have difficulty understanding concepts regarding narrative text and procedural text material. The following are the difficulties experienced by students in solving narrative text and procedural text questions;

Difficulty mastering the concepts of narrative text and procedural text material

Teachers predominantly rely on lecture techniques, resulting in a lack of opportunities for students to apply their understanding in conveying narrative and procedural text material. Students feel bored because they continue to listen to the explanation given by the teacher. Difficulty understanding narrative text and procedure text material. Students are less focused on receiving learning in class, students often play

and talk to themselves when the teacher delivers learning material. This can result in grade 4 students having difficulty accepting the material presented by the teacher. To foster this level of focus, educators must engage students by using innovative learning techniques throughout the learning process. Teachers can use different strategies, even though these strategies are in the same system (Ratnasari et al., 2016).

Lack of student involvement in the learning process. Students listen more to the teacher and summarize narrative text and procedure text material. In addition, students' challenges are exacerbated by the lack of practice in retelling the contents of the texts they have studied. The majority of students are not serious and are not actively involved in discussion activities. Many students have difficulty stating the contents of the story accurately. As a result, when they retell the story, they often omit important details and have difficulty retelling it.

Students have difficulty understanding procedural text information because they have limited understanding in carrying out an activity or making a product. Certain students are less proficient in producing procedural texts due to limited understanding of the genre (Alvidril & Ratna, 2021). Insufficient understanding of procedural texts will have a negative impact on students' understanding and learning processes. Some students still have difficulty understanding procedural material when studying it. This phenomenon occurs due to a lack of effective communication between teachers and students, when teachers fail to provide comprehensive explanations during the learning process, or vice versa, students hesitate to ask for clarification from their teachers when they experience difficulties in grasping lesson material (Nur'aini et al., 2023).

Lack of innovative use of learning media. Advances in science and technology encourage the need for educational reform in the use of technological advances in the teaching and learning process. Learning media acts as an intermediary, helping students understand the lesson material. Consequently, teachers are obliged to create learning media to ensure the continuity of the learning process. Acquire the knowledge and skills necessary to teach others. The challenges faced by students can be overcome effectively through the acquisition of Indonesian language skills, which can be facilitated with interesting and engaging learning techniques and multimedia resources (Fatmawati et al., 2020).

Based on the results of the analysis of the overall difficulties experienced by students in narrative text and procedural text material, it is evident that students' difficulty in understanding the concept of narrative text and procedural text material is still relatively low. Solutions in mastering narrative text and procedure text material. Comprehend narrative texts with a thorough understanding of key elements, such as characters and setting, main idea, plot characters, and story content. Skills in understanding narrative texts can be achieved by reading repeatedly and conveying the contents of the text that has been read. Students are required to understand procedural text material by carrying out practical activities, paying attention to content, structure, writing norms and linguistic quality.

Increase students' joy and interest in learning by using learning media, learning models, and other innovative learning approaches. To increase students' understanding of foreign concepts, educators must use visual aids and encourage students to actively engage with these visual aids (Rahayu, 2016). Concrete learning is needed for the application of narrative texts and procedure texts. Students can acquire the skills necessary to perform an activity or create a product by engaging in hands-on practice. This can give students valuable hands-on experience and improve their understanding.

CONCLUSION

Based on the results of the analysis of narrative texts and procedural texts above, it can be concluded that the mastery of the material possessed by grade 4 students at MI Hidayatus Shyiban is still relatively lacking. This can be seen from the presentation of the work of narrative text and procedural text which is still not appropriate and it can be said that students' mastery of the concepts of narrative text and procedural text material is still low. Students' learning difficulties are 1) lack of mastery of narrative text and procedural text material; 2) Teachers more often use the lecture method; 3) Not using learning media and learning models; 4) Decreasing student enthusiasm for learning.

Therefore, there is a need for a solution in dealing with difficulties in mastering narrative text and procedural text material, namely; 1) read the text repeatedly to understand the material; 2) increasing student enthusiasm and interest in learning through the use of learning media, learning models and other learning innovations; 3) Concrete

learning is needed in applying procedural texts and procedural texts that can provide experience and understanding for students.

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