ANALYSIS OF INFERENTIAL UNDERSTANDING ABILITY OF STUDENTS GRADE 6 IN SD MUTIARA BUNDA

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Abstract: The purpose of this study was to (1) determine the inferential understanding ability of student grade 6 in reading comprehension of narrative texts; (2) find the barriers of students in concluding the narrative text content; (3) knowing the efforts made by the teacher in developing inferential understanding of students. The method used in this study is a qualitative research method. The subjects in this study were students in grade VI SD Mutiara Bunda in the Bandung city. Data collection methods in this study are using tests, interviews and documentation. The results of this study are (1) the inferential understanding ability of the sixth grade students of SD Mutiara Bunda is included in the low category; (2) the resistance of students in concluding the contents of the story is that students find it difficult to rewrite the story in a coherent way; (3) the efforts made by the teacher in developing students' inferential understanding of the narrative text discourse are guiding students in reading comprehension and providing motivation to students.

Keywords : Reading, inferential understanding, narrative text.

1. Introduction

Education has a very strategic role and is an essential sector in human life. Education is an absolute requirement in building a civilization. Therefore education should be able to carry out its role and function in the development of quality Indonesian human resources with quality that has adaptive skills, has multiple competencies and has good and strong character.

Primary school is a place for students to have a fundamental learning experience. In this place the potential of students is developed and students are provided with other competencies needed by students including language skills so that students can continue their education to the next level easily because students have competent competencies.

Language skills in education have a very important role. Therefore, since elementary school level students are provided with provisions to have good language skills. According to Tarigan (2013) there are four aspects of language skills, namely: (1) listening skills; (2) speaking skills; (3) reading skills; and (4) writing skills. Reading is one of the language skills that must be mastered by every student. Through reading, students can find out everything they want according to their purpose. Thus reading can broaden horizons and increase knowledge (Wood, et al., 2010; López, et al., 2011; Wei & Ma, 2016).

In practice, reading must include understanding, understanding, interpretation and thinking. The reasoning process is the most dominant aspect of reading. Reading is a symbol that is interpreted in a meaningful way and is an estimate of psycholinguistics. Reading is a mechanism that is closely related to the senses, especially the sense of sight. Reading is the first step on the road to learning. Reading is the most effective communication tool used throughout life. Mental abilities such as understanding, understanding, interpretation, assessment, synthesis-analysis making, assessment are developed with the acquisition of accurate, fast and continuous reading skills. Life and civilization, based largely on individual success in reading and writing. Reading, is one of the main sources that provide information input and enhance ideas. Individual awareness of something depends on the strength and intensity of reading (Özdemir, 1983).

Reading comprehension is one of the most important indicators of reading success. Through reading comprehension can get ideas (Akyol et all., 2014, p. 14). Vocabulary has a very large effect on understanding reading. To enrich students' vocabulary, and must be taught how to capture tips that provide an approximate concept in the text they read (Çiftçi and Temizyürek, 2008, p. 126).

Reading is an activity of reading conversations between people who make text. We can agree or cannot approve some writer's ideas in the text. So, the knowledge and experience of the reader does not have to be the same as the author. Thinking activity through reading the text that is read will encourage students to think more critically (Tazebay, 1997). This is based on education and training in relation to reading and understanding. Individuals who can build this relationship can achieve academic success.

2. Related Works / Literature Review

a. Reading Reading Comprehension

is a very important skill and must be owned by each individual. Reading is a process that is carried out and used by readers to obtain messages, which the author wishes to convey through written language (Tarigan, 2013; Nuriadi, 2008; Somadyo, 2011).

Reading is a complicated process because it involves a complex system. According to Nurgiyantoro (1995) reading is a mental activity to understand what is spoken by others through means of writing. Tampubolon (1987) also argues that reading is a part or communication. That is, the symbols of writing or letters are converted into sound symbols of language. Reading is a physical and mental activity that can develop into a habit.

In reading a text, the reader needs an understanding to be able to obtain information appropriately. Reading comprehension is reading by understanding reading material that involves the correct association (link) between the meaning and symbol (symbol) of the word, the assessment of the context of the meaning that is supposed to exist, the selection of the correct meaning, the organization of ideas when reading material is read, the storage of ideas, and their use in various

current or future activities (Somadyo, 2011). There are three main things in reading comprehension, namely; (1) knowledge and experience that has been owned; (2) linking knowledge and experience with the text to be read; (3) the process of acquiring meaning actively in accordance with the views held.

b. Inferential Understanding Inferential

Understanding according to Burns (1996, p. 263) is reading between lines to make inferences. Interpretive reading is the process of tracking ideas delivered indirectly. Inferential reading includes drawing a conclusion, for example about the main idea of reading, a causal relationship, and reading analysis such as finding the purpose of the author of reading, interpreting figurative language. In interpretive reading, the reader plays an active role to build meaning from what is stated in the text. The reader makes conclusions from implicit information by combining information in the text with the background knowledge possessed. Lange (in Burns, 1996, p. 263) states that readers make conclusions according to their schemata. In line with the opinion of Burns, Rubin (1982, p. 107) suggests that interpretative understanding requires higher thinking skills, because answers in the interpretive category are related to answers that are not directly stated.

3. Material & Methodology

a. Data

According to Sugiyono (2017, p. 245), data collection techniques are the most strategic step in research, because the main purpose of the research is to obtain data. The researcher will not get data that meets the specified data standards if he does not know the data collection techniques. The data in this study is the data of students' inferential understanding ability in reading comprehension of narrative discourse. The data collection techniques used in this study are using written tests, interviews and documentation.

b. Method

The research method used in this study is a qualitative research method. Qualitative research methods according to Sugiyono (2017) are research methods based on positivism philosophy, used to examine the condition of natural objects. The type of this research is a case study. Case study according to Nazir (2003) is a study of the status of research subjects with regard to a specific or typical phase. In this study, researchers describe clearly and in detail about the ability of inferential understanding of students in the narrative discourse. Data collection techniques in this study use written tests, interviews and documentation studies. After data is collected data is analyzed by organizing data, sorting, synthesizing, searching and finding patterns, discovering what is important and what is learned, and interpreting the data.

4. Results and Discussion

Written test of inferential understanding ability was given to 19 class VI students who had studied reading comprehension material. From the research that has been done, it is obtained the results that the average value of inferential understanding ability of students is 47.36 and is included in the less category. More clearly about the description of the inferential understanding ability of students can be seen in the following graph.
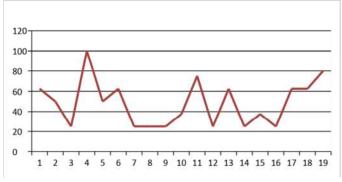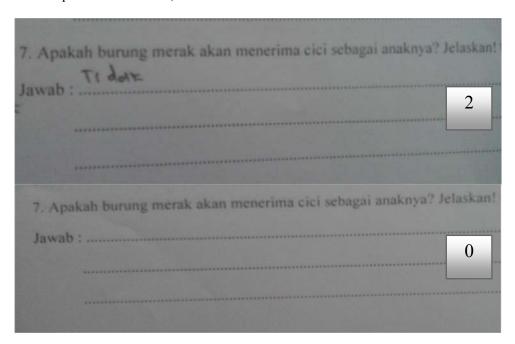

Fig 1.1 Graph Inferential understanding ability of students

Understanding of students based on graph 1, belonging to the low category, from 19 students who did the inferential comprehension ability test students only 1 student who scored very well, 2 students got a good score, 5 students classified as less and 11 students included in the category of very lacking. The low ability of inferential understanding in students is also seen from the results of students' work on problem number 7, as follows.

Picture. 2.1 Answers of students who get low scores

Two examples of the answers above show that students cannot provide answers with the right reason there are even students who cannot answer questions. The low skill in concluding Class VI students can mean that students do not have good ability in identifying and using elements needed to shape guesses and consider relevant information to draw conclusions in problem solving (Facione, 2013, p. 6). This is because they are not used to getting questions like those given during research and rarely draw conclusions from a learning activity carried out. In the experimental activity, it should be after students record the phenomena that occur, analyze, and present data, followed by drawing conclusions or experimental results (Dirman and Juarsih, 2014). This will certainly improve the ability to interpret data and the skills to make conclusions.

5. Conclusion

Based on the research conducted, it can be concluded that in general the inferential understanding ability of the sixth grade students of Mutiara Bunda Elementary School is still lacking. This is because learning to read comprehension is not based on procedures in reading learning. In addition, the teacher does not apply the method or model of reading comprehension learning so that students are less skilled in concluding the content of the reading. To develop the concluding skills, the teacher's learning process must encourage students to think critically by observing, reasoning, analyzing, evaluating until students are able to conclude the material being studied.

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