

# Analysis of Short Story Writing Ability of Grade 5 Students in Elementary School

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**Abstract.** Currently, the flow of globalization is increasingly rapid, as well as the development of abilities in the 21st century that require communication skills, critical thinking, creative thinking and collaboration. One form of creative thinking is the ability to write. There are many types of writing. In this study, the aim is to analyze the ability to write short stories of 5th grade students in elementary schools. This study uses a qualitative descriptive method, with subjects being 5th grade students of one of the X state elementary schools in West Bandung Regency, totaling 23 students. The data collection technique used is observation and literature review. Through data collection in the form of student writing, this study will identify students' strengths and weaknesses in writing short stories. The aspects analyzed include story structure, content, language, spelling and punctuation and creativity. in developing story ideas. Based on the results of data analysis, the ability to write short stories that fall into good qualifications is 2 students (8.7%). The ability to write short stories with sufficient qualifications is 6 students (26.1%). The ability to write short stories with less qualifications is 15 students (65.2%). In accordance with the calculation of the average score, it can be concluded that the ability to write short stories of class 5 students at one of the state elementary schools in West Bandung Regency with an average score of 1.9 falls into the low qualifications.

**Keywords:** Descriptive, Writing Skills, Short Stories, Elementary School, Analysis

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## INTRODUCTION

In today's era, which is the 21st century, in line with the demands for skills, namely skill critical thinking, creative thinking skills, collaboration skills, problem solving skills, communication skills, social skills, and character are all skills used in 21st century learning. 21st century learning aims to prepare students to face tasks that require high-level thinking skills (Nuryatin et al., 2019). Being skilled at solving problems means being able to solve problems. The advancement of skills and the formation of a strong mentality can be achieved through Education (Rahman et al., 2019). Because skills and mental formation are something that requires a process that is not instant and guidance from experts, namely teachers, one of whom is in the scope of education. One embodiment of education through learning in schools. In the teaching and learning process, the ability to solve problems shows students' ability to think critically Where all of that will be interconnected(Daryanto, 2022). Critical thinking is a high-level thinking skill. All students can achieve it in learning, especially learning Indonesian. Language skills in schools include four skills, namely reading skills, listening skills, writing skills and speaking skills as expressed by Tarigan (Pamuji & Inung, 2021). According to Piaget, cognition - the act of recognizing or thinking about the conditions in which a behavior occurs - always determines a person's behavior. So, indirectly, children's attitudes and behavior will be formed through the learning process, which is a very complex mental event and thinking process.(Agung et al., 2019).

The development of elementary school age children is a period. As said by Jean Piaget who supported the developmental theory that the human brain consists of three aspects: content, structure, and function. Cognitive content relates to how a person deals with problems. As a person interacts with their environment, they develop cognitive structures. However, cognitive function is the method a person uses to increase their intelligence. (Nazilatul Mifroh, 2020)

Writing is a way to communicate, convey thoughts and feelings, and express opinions (S, Toha, et al. 2023). Communication can be done through writing activities, not just by speaking. Writing is an example of high-level thinking skills. (Cahyani & Hadianto D, 2020). Highly intelligent people have the ability to think so sharply that they can influence the minds of others. In language learning, mWriting according to (Khulsum, et al., 2018) is an activity of someone expressing opinions, ideas, thoughts, and ideas through written media so that they can be read by people who are able to develop science, technology and art for the progress of the nation. Sardila (2015) stated that "writing is a very expressive and productive language skill". In this case, writing is one of the language skills in which it produces a product, namely writing where the writing is a reflection or expression of the writer. To express what will be said, it can be done by pouring it through a series of letters that have their own meaning and meaning. Writing is a psychological activity that involves physical and psychological aspects related to written language (Sihombing et al., 2022). So that someone in writing is physically and psychologically interrelated and supportive. Someone will not be able to write when their psychological condition is disturbed, or vice versa, when physically disturbed, the writing process will not go well. Writing is a complex activity because the writer is required to be able to organize and group the contents of the writing and present it in a variety of written languages.

Writing skills are often considered difficult to do. Not only elementary and middle school students, but also adults and college students generally consider writing as the most difficult skill to master. (Atmojo, 2020). This is because writing is the result of reading activities. There is a strong correlation between reading ability and writing ability. The more people can read well, the better their writing will be. (Agustin Rinawati, 2020) The population of Indonesia in 2023 is 278.69 million, according to data from the Central Statistics Agency (BSP). However, it is very unfortunate, this is contrary to the number of interested readers. UNESCO reports that only 0.001% of Indonesians have an interest in reading. This means that only one person in a thousand Indonesians likes and actively reads. Seeing this is very sad amidst the ease of access in finding or getting reading materials. In the era of technological developments, reading is not only through books, but through gadgets can also do reading activities.

A person must have good writing skills to produce good writing, which meets the following requirements: it is meaningful, clear, concise, and complete, and meets grammatical

rules. (Nyoman Suastika, 2018). Writing helps social and emotional growth in addition to improving academic achievement. To excel in this competitive world, writing is also an important skill. In the future, their chances of getting a job can be influenced by their ability to write well (Moses & Muhammad, 2019). Writing cannot be just writing. In the test stage to get a job, writing is part of one of the stages in the test process. Writing has 3 codes of ethics, namely information elements, educational elements and entertainment elements (Titik & Toha, 2023). Writing contains information in the form of knowledge or opinions. In addition, it also has an educational element, where the writing can influence or invite or provide knowledge, knowledge and insight to the reader so that the writing has important benefits. And the third is the code of ethics for entertainment elements. In writing, the content is not always scientific, but can provide pleasure, entertainment for the reader, such as reading comics, novels, short stories and so on which are the results of writing that tend to be works of art.

There are many types of writing, one of which is writing short stories. Etymologically, a short story is essentially a work of fiction or something that is constructed, discovered, created. Writing short stories is one of the writing skills that involves ideas, concepts, and especially feelings. (Pradita, 2020). Short stories are short stories (under 10,000 words) that aim to create a striking impression. Short stories focus on one character in one situation at a time (Nuryatin & Irawati, 2016). Short stories have intrinsic and extrinsic elements. Theme, plot, characterization, setting, perspective, style, and message or messages are the basic components of a short story. There are three extrinsic elements that are often mentioned in short stories: (a) the background of society, (b) the background of the author, and (c) the principles contained therein. (Subakti & Selvi Handayani, 2020). Intrinsic elements are elements that come from within the composition itself. While extrinsic elements are elements that come from outside the composition itself.

The Organization for Economic Cooperation and Development (OECD) created the Program for International Student Assessment (PISA), also known as the Program for International Student Assessment, to measure a country's education level. PISA began in 2000, which is carried out every three years, measuring the abilities of 15-year-old students in reading, mathematics, and science. The assessment sample was randomly selected by the OECD, and the assessment in Indonesia involved around 14,000 students. The results of PISA in 2022, Indonesia was in 69th position out of 80 countries and 6th position in the ASEAN Region (Jauhari, 2023). In literacy skills, Indonesia's score decreased to 359 from 2018 (Jauhari, 2023). Seeing this, it means that it is a task for implementers in the field of Education so that the quality of students can improve properly. Literacy is very important. Literacy is generally defined as a person's ability to process and understand information during the reading and writing process (Palupi et al., 2020). In literacy there are reading and writing activities. Since

2016, the Indonesian government has implemented the School Literacy Movement program, which is one of the actions taken by the government to improve students' reading interest (Dafit & Ramadhan, 2020). This literacy movement is carried out every day by reading for 15 minutes before learning begins (Khotimah & Sa'dijah, 2018). It is hoped that through this literacy, children's reading interest and reading ability in Indonesia can increase and become literate people.

Based on the results of an interview conducted on October 23, 2024 at one of the state elementary schools X, Padalarang District, West Bandung Regency with a grade 5 teacher regarding learning the Indonesian language subject, that the students' scores were still below the KKM (Minimum Completion Criteria) with a score of 70, students only achieved a score of 65. There are 23 students in grade 5 with 12 male students and 11 female students. Based on the results of the interview, the researcher wanted to know how the writing skills of grade 5 students were in writing short stories. Then the researcher conducted observations of grade 5 students by writing short stories which would be analyzed qualitatively descriptively with indicators of content, spelling and punctuation, structure, language and student creativity.

Previous research conducted by (Maulina et al., 2021) in analyzing the ability to write short stories based on the originality of the writing, the suitability of the content to the title, the coherence of the text, the choice of vocabulary and the choice of grammar. However, in this study, the aspect of student creativity was not assessed. In fact, creativity is part of critical and creative thinking, which is a demand for 21st century skills. So that it can be seen how students' creative thinking skills are in the 21st century. For this reason, the researcher conducted a study analyzing the ability to write short stories which included an analysis of student creativity. This study took the title "Analysis of the Ability to Write Short Stories of Elementary School Students in Grade 5". In analyzing the results of students' ability to write short stories through indicators in terms of language, content, spelling and punctuation, structure and student creativity.

The purpose of this study was to determine the short story ability of 5th grade elementary school students seen from the content of the story, story structure, language, story creativity, spelling and punctuation. So that it can be seen how far the ability to think creatively and use concepts in writing. Through this study, it is expected that there will be knowledge for teachers in seeing the ability to write short stories in elementary school students in terms of spelling and punctuation, structure, language and student creativity. In addition, in order to be able to map students' creativity abilities in writing short stories.

## **METHODOLOGY**

This study used a descriptive qualitative method. The study was conducted at one of the state elementary schools X located in West Bandung Regency, Padalarang District. Participants

were taken in class 5 totaling 23 students, with details of 12 male students and 11 female students. Sampling through probability sampling techniques, where this technique provides an equal opportunity for each element (member) of the population to be selected as a sample member (Sugiyono, 2022). This study was conducted in the 2024/2025 academic year, odd semester. Data collection uses primary and secondary sources. The primary source is grade 5 students and the secondary source is grade 5 teachers. The collection technique is carried out through observation and interviews. Data processing through a data reduction process where data is analyzed interactively and continues continuously until complete until the data is saturated. Then the presentation of the data is presented in a brief descriptive description. And the last step is drawing conclusions from the research results obtained.

**Table 1.** Rubric for Assessing Students' Short Story Writing Ability

Rated aspect	Score	Criteria
Contents	4	Original story, creative and interesting ideas
	3	The story is not very original, the idea is quite interesting
	2	The story is not interesting, the idea is not clear
	1	The story is not relevant to the theme, the idea is not clear
Structure	4	Channel coherent and interesting story
	3	The storyline is quite clear, but not very coherent.
	2	The storyline is unclear, there is no clear sequence
	1	The storyline is unclear, there is no clear sequence
Language	4	Use of good and proper standard language
	3	The use of standard language is quite good, there are a few errors
	2	Use of non-standard language, many errors use of words
	1	Use of non-standard words, ineffective sentences
Spelling and punctuation	4	All spelling and punctuation are correct
	3	There are a few spelling and punctuation errors
	2	There are many spelling and punctuation errors
	1	Lotsonce the spelling and punctuation errors are annoying 1 understanding
Creativity	4	The use of varied and interesting diction, unique language style
	3	The use of diction is quite varied, the language style is simple.
	2	Use of monotonous diction, less interesting language style

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1	Lack of creativity, there are no distinctive characteristics in writing
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$$\text{Student's Final Grade} = \frac{\text{Student's Score}}{\text{Maximum Score}} \times 100$$

Classification of student ability categories in writing short stories using the Likert scale as follows:

**Table 2.** Short Story Writing Ability Criteria

Score	Scale Value	Qualification
86 - 100	A	Very well
76 - 85	B	Good
56 - 75	C	Enough
10 - 55	D	Not enough

## RESULTS AND DISCUSSION

This study aims to determine the ability of 5th grade students in writing short stories in one of the elementary schools X located in Padalarang District, West Bandung Regency. Students are given an instrument to create a short story. From the results of this paper, researchers analyzed through several indicators, namely in terms of spelling and punctuation, content, structure, language and creativity of the short story. After going through the process of processing and presenting data, the following results were obtained. Students who have good abilities in writing short stories are 2 people. Students who have the ability to write short stories with sufficient criteria are 6 people and students who have less criteria in the ability to write short stories are 15 people.

The first aspect is in terms of content, from a total of 23 students with a total score of 51 with an average score of 2.21. This value means that the average student gets a score of 2 in the content aspect of writing short stories and is in the sufficient category in the content aspect. The second aspect is in terms of structure, from a total of 23 students with a total score of 52 with an average score of 2.2. This value indicates that the average student gets a score of 2 in the short story structure aspect and is in the sufficient category. The third aspect is language, from 23 students with a total score of 41 with an average score of 1.7. This value means that the average student gets a score of 1.7 in the language aspect and is in the less category. The fourth aspect is spelling. From 23 students with a total of 47 with an average score of 2.04. This means that in the spelling and punctuation aspects, the average student score is 2 and is in the sufficient category. The fifth aspect is student creativity in writing short stories. From 23 students with a total score of 35, the average is 1.5. This means that each student gets an average score of 1 and is included in the category of lacking in creativity in writing short stories.

Seeing the results of this analysis, it indicates that the writing ability of 5th grade students is still included in the category of lacking.

**Table 3.** The results of the analysis of the value of students' ability to write short stories at state elementary school X

Number of Students	Mark Lowest	Mark Highest	Average Value
23	25	85	49,3

**Table 4.** Results of Analysis of Five Aspects of Short Story Writing Ability of Elementary School X Students

Aspects analyzed	Total score obtained	Average	Percentage	Category
Contents	51	2.21	50.83%	Not enough
Structure	52	2.2	50.6%	Not enough
Language	41	1.7	39.1%	Not enough
Spelling and punctuation	47	2.04	46.92%	Not enough
Creativity	35	1.5	34.5%	Not enough

**The results of the analysis of students writing short stories are in the good category**

Students who get a good category in writing ability are given a score in the range of 76-85%. After the analysis was carried out, based on the content, spelling, language, structure and creativity. After the researcher analyzed, there were two students who got a good category, 8.7%. Of the 23 students in the class. These two students have started to look good in terms of content and structure of short stories by getting a score of 4. In terms of language, they still need a little more practice. Likewise, in terms of spelling and punctuation and creativity must be developed again in order to achieve perfection in writing short stories.

**The results of the analysis of students writing short stories are in the category Sufficient**

The results of students' short story writing that get the sufficient category are writings that are at a weight of 56–75%. The assessment of this short story is based on spelling and punctuation,



structure, language, content and creativity of students in making short stories. After the researcher analyzed the results of the short story writing, the results obtained were 6 students (26.1%) who were in the sufficient category. In terms of content and structure, students still cannot be coherent in their structure and the content of their stories is not original. In terms of spelling and punctuation, students are still not precise in using spelling and punctuation. In terms of language, students still often use non-standard words. And in terms of creativity, students are still lacking in developing the short stories they create.

### **Results of the analysis of students' short stories in the less than category**

The results of students' short story writing that are categorized as lacking are written works that are in the weight of 10 - 55. The assessment of short stories that have been made by students is based on content, spelling and punctuation, structure, language and creativity. After the researcher analyzed based on these aspects, the number of students was 15 people (65.2%) who were in the category of less than 23 students. In terms of content and structure, students are still not relevant to the theme, ideas are unclear and the storyline is unclear, there is no clear sequence. In terms of language, students still use non-standard language, ineffective sentences and incorrect use of words. In terms of spelling and punctuation, students use incorrect spelling, inappropriate punctuation. In terms of creativity, students do not have a large vocabulary so that the diction used is repeated.

### **CONCLUSION**

Based on the results of the research and discussion that have been carried out, it was found that the ability to write short stories of grade 5 students in the 2024/2025 school year at one of the state elementary schools X in Padalarang District, West Bandung Regency is in the lacking category. The assessment of writing short stories is based on indicators in terms of content, students are still in language, spelling and punctuation, structure and creativity. In the content indicator, these grade 5 students are in the lacking category with a percentage of 50.83%. In the structure indicator, students are in the lacking category with a percentage of 50.6%. In the language indicator, students are in the lacking category with a percentage of 39.1%. In the spelling and punctuation indicator, students are in the lacking category with a percentage of 46.92%. In the creativity indicator, students are in the lacking category with a percentage of 34.5%. This means that students' creative thinking skills are still low.

The results of this study are expected to provide knowledge in mapping the abilities of 5th grade students of state elementary school X in writing short stories. The results of this study are also expected to provide motivation to teachers to develop ways or methods on how to improve the ability to write short stories of 5th grade students in elementary schools that are still lacking. So that it can improve the ability of 5th grade students in writing short stories.



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