

## LITERACY CAPABILITY OF ELEMENTARY STUDENTS IN ANSWERING TRY OUT QUESTIONS MADE BY TEACHERS IN PALU CITY

*(KEBOLEHAN LITERASI MURID SEKOLAH RENDAH DALAM MENJAWAB  
SOALAN YANG DIBUAT OLEH GURU DI BANDAR PALU)*

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### **Abstract**

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Learning Indonesian language literacy in elementary school in Palu city is still relatively low. This is caused by the lack of interest of students in the literacy so that the impact on the low value of students in answering the questions tries out. The result of observation of student literacy ability in answering the try out questions made by teachers in Palu city is caused because the reading is still not familiarized in the family realm. Teachers who give more lectures to participate weaken the culture of student literacy. All information has been obtained from the teacher so that students are less accustomed to reading because the information that comes from the teacher is always true. There is also the result of the evaluation of the value of students' literacy skills in answering the language questions try out still in the low category. This is caused by three factors as follows. First, the level of understanding of the reading of students on the problem is difficult to understand because the problem is too long and the choice of answers provided almost all the same. Secondly, the following difficulties are the level of the teacher's answer answer that is made by the teacher is too high so that the student is difficult to determine the right answer. Third, the use of diction in the problem, the length of the problem, the level of cognition, theme of the matter, and illustration that does not depend on the students' knowledge so that the students' reading is less responsive in determining the correct answer choice.

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**Keywords:** Literacy of students, try out questions, Palu city.

### **Abstrak**

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Literasi Bahasa Indonesia di sekolah rendah di Palu masih rendah. Hal ini disebabkan oleh kurangnya minat pelajar dalam literasi supaya kesan terhadap nilai rendah pelajar dalam menjawab soalan-soalan cuba. Hasil pemerhatian keupayaan celik pelajar dalam menjawab pertanyaan yang dibuat oleh guru di kota Palu disebabkan kerana bacaan masih tidak dibiasakan dalam dunia keluarga. Guru yang memberi lebih banyak kuliah untuk melemahkan budaya literasi pelajar. Semua maklumat telah diperolehi daripada guru supaya pelajar kurang biasa membaca kerana maklumat yang datang dari guru itu selalu benar. Terdapat juga hasil penilaian nilai kemahiran literasi pelajar dalam menjawab soalan bahasa yang masih dalam kategori rendah. Ini disebabkan oleh tiga faktor seperti berikut. Pertama, tahap pemahaman bacaan pelajar mengenai masalah ini sukar difahami kerana masalahnya terlalu panjang dan pilihan jawapannya disediakan hampir sama. Kedua, kesukaran berikut adalah tahap jawapan jawapan guru yang dibuat oleh guru terlalu tinggi supaya pelajar sukar menentukan jawapan yang betul. Ketiga, penggunaan

*masalah dalam masalah, panjang masalah, tahap kognisi, tema masalah, dan ilustrasi yang tidak bergantung pada pengetahuan pelajar sehingga bacaan siswa kurang responsif dalam menentukan yang benar pilihan jawaban.*

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**Kata kunci:** Literasi pelajar, cuba menjawab soalan, Palu .

## INTRODUCTION

The low interest in reading among students in particular and the Indonesian people in general has a negative effect on the quality of education. Lack of reading or literacy among students occurs because learners are accustomed to being offered by instant information commonly obtained from TV broadcasts and other electronic media so as to assume reading is boring. In fact, if a child who has mastered the ability of literacy early on will cause the child to become a learner throughout his life (Bruns & Pierce 2007).

Speaking of literacy learning, Axford (2009) says that one of the goals of literacy learning is to help students understand and find effective strategies for reading and writing, including the ability to interpret complex text meanings in grammatical and syntactic structures.

The presence of Regulation of the Minister of Education and Culture No. 23 of 2015 on the obligation to read 15 minutes before studying in school should be interpreted as an effort to understand language literacy. Those students are not only required to read but also pour ideas and related ideas what he read. "Permendikbud is facilitated by the Language Agency as an effort of language literacy, students are accustomed to read and understand the content of their reading and are able to make the reading as a source of knowledge and inspiration," (Ibrahim, A. Gufran, 2016).

Reading and writing are Indonesian subjects taught at elementary level, as well as in secondary school, both middle and upper secondary. Even up to college level. This is because the Indonesian language has a useful and important role in everyday life. Although many students consider that Indonesian is one of the easiest subjects to learn and understand, yet in reality, literacy rates are still relatively low.

Test tool or question item as one of evaluation tool of learning result has an important role in measuring achievement of student learning result. This also applies to the problems of try out in Primary School. An attempt to try out even semester for grade 6 students of Primary School needs to be traced to find out more about quality in terms of achievement of validity, reliability, difficulty, distinguishing and effectiveness. Literacy learning at elementary school in Palu is still low. This is due to the lack of interest of students in the literacy so that the impact on the low value of students in answering the questions tries out. Therefore, it is necessary to further investigate the causes of difficulties in understanding the repetition questions, especially in answering the questions of try out in SD.

Search done to some elementary school in Palu city, found value information about try try out elementary school student somewhat decreased compared to previous year. Randomly communicating at 5 (five) elementary schools in Palu city and its cause, the students admitted difficulty to do the problems. Even the level of complexity of try out questions is higher than the question of National Exam. The problem of try out tends to be very long so it requires carefulness to answer all questions. At that time the students also had difficulty answering questions and it was seen in the acquisition of try out value that has never reached the value of 100 for the last three years.

Because of the literacy skills students need in order to master various subjects to achieve the objectives of each subject (including the mastery of knowledge, skills, and attitudes) they must have the literacy skills. This is what makes the authors interested to observe in order to determine the

level of literacy and ability of elementary school students VI in answering questions try out made by teachers in the city of Palu.

### Scope of Discussion

Based on the background described above, the scope of this article's discussion is as follows.

1. Description of literacy ability of grade 6 elementary school student in answer try out question made by teacher in Palu city.
2. Description of the problems of try out the students of grade VI of elementary school made by teachers in Palu city.

## REVIEW OF LITERATURE

### Literacy Concepts

Literacy is the ability of one's language (listening, speaking, reading, and writing) to communicate in different ways accordingly with purpose. Teale & Sulzby (1986) interpret literacy narrowly, namely literacy as the ability to read and write.

Literacy skills are needed by students in order to master various subjects. In order for students to achieve the objectives of each subject (including mastery of knowledge, skills, and attitudes) they must have literacy skills. Thus, it is clear that the ability of literacy is not limited to cognitive ability, but rather a more complex capability because it covers the social, linguistic, and psychological aspects of Kharizmi (2015). Mastery or literacy skills can be done in various ways. At this time many schools are trying to improve literacy ability of their students Donald, M. (1991). Furthermore, it needs to be done habituation or better known by the term literasi culture. Culture through the efforts of habituating the development or creation of cultural literacy and habituation through learning in the classroom through various subjects. Both have the same goal of instilling the habit of reading and writing in students.

Literacy activities are conducted to foster students' interest and reading culture. Ditjen Dikdasmen (2016: 4) states that literacy activities are implemented to improve reading skills so that knowledge can be mastered better. Reading materials contain the values of character, in the form of local, national, and global wisdom that is delivered according to the stage of student development. This important breakthrough should involve all stakeholders in the education field, from the central, provincial, district, to educational levels. The involvement of parents and the community is also an important component of the school literacy movement. The Ministry of National Education (Gipayana, 2004: 60) disclosed a number of survey data from the IEA on reading and writing skills of Indonesian children that about 50% of Primary Education Primary Education 6th grade students in six provinces of Primary Education Quality Improvement Project (PEQIP). One of the reasons for the low reading ability of elementary students in Indonesia is that students have more time to memorize lessons from practice, including writing. It is very clear that the cause of the low literacy ability (in terms of reading and writing) is a tradition of grace that is still rooted in society. In addition, relating to elementary schools, the school system still lacks opportunities for literacy traditions to learners. The teaching model in the classroom is delivered with the teacher center approach which positions the students as the listener. The reading and writing activities as the framework of the learning are still rarely applied by Nurdianti's teacher (2010).

Park, Y. (2008) suggests several international studies that illustrate this condition as research conducted by the Program for International Students Assessment (PISA) on students' literacy skills (mathematics, science and language) from various worlds in 2003, 2006, 2009 and 2012. Especially for linguistic literacy, in 2003 the achievement of Indonesian student literacy was ranked 39th out of 40 countries, in 2006 at the 48th rank of 56 countries, in 2009 at 57th out of 65 countries, and 2012 is ranked 64th out of 65 countries. Subsequent research is a study conducted by Progress in International Reading Literacy Study (PIRLS) in 2006.

PIRLS (Progress in International Reading Literacy Study) discloses the results of a literacy study of elementary students in Indonesia in 2011. Literacy of Indonesian students at primary level is ranked 41 out of 45 countries. Although Indonesia is still ahead of the countries of Kuwait, Qatar, Morocco and North Africa, the results are not encouraging. The low level of literacy reading on students in Indonesia has prompted the government to promote literacy programs since a few years ago.

PIRLS undertook a study of 45 developed and developing nations in reading in grade 4 primary school children around the world under the coordination of The International Association for the Evaluation of Educational Achievement (IEA) and achieved results that ranked Indonesia 41st. The ability to read, we also do not deny that the ability to write Indonesian society is also still relatively low.

Regulation of the Minister of National Education No. 20 of 2007 on education assessment standards states that the final repetition semester is an activity undertaken by educators to measure the achievement of the competence of learners at the end of the semester. The success of an education can be seen from the pattern of assessment of learning outcomes that have been determined according to applicable curriculum standards.

### **Student Literacy Ability in Indonesia**

In 2003 the literacy achievement of Indonesian students was ranked 39th out of 40 countries, in 2006 at the 48th rank of 56 countries, in 2009 at 57th place from 65 countries, and in 2012 at 64th out of 65 countries. The result of the research shows that 25% -34% of Indonesian students are included in the level of literacy to-1. Artinya, most students from Indonesia still have the ability of language literacy on reading learning level (learning to read, not reading to learn).

Subsequent research was a study conducted by Progress in International Reading Literacy Study (PIRLS) in 2006. PIRLS Conducted a study of 45 developed and developing countries in the field of reading in grade 4 elementary school children worldwide under the coordination of The International Association for the Evaluation of Achievement (IEA) and gained results that placed Indonesia at the 41st rank. The findings from the research of Riyadi Santosa, et al. (Nuryanti & Suryanto, 2010) indicates that the level of literacy of third graders of primary school in Surakarta Municipality is still low. This is demonstrated by data from the Ministry of National Education (Gipayana, 2004: 0) which describes a number of survey data from the IEA on the reading ability of Indonesian children that about 50% of Primary School Grade VI students in six provinces of the Primary Education Quality Improvement Project PEQIP) can not fabricate.

### **Try Out in Primary School**

Try out is the stage of the rehearsals ahead of the real implementation of the UN. Testing activities of students' ability or better known as try out term is held by the Head of School Working Committee (MKKS) team. Try out exam is essentially an evaluation of learning outcomes implemented by educational institutions before facing the national exam (UN).

Try out is used to test readiness of students in facing the UN. The results of try out can be used by students to know what material has been mastered and who have not mastered. From these results are expected students are able to catch up with the material that has not been mastered.

## **DISCUSSION**

In this section of the discussion described the results of observation about the ability of students' literacy in answering the questions try out. There are also examples of problems presented is a picture of the results of student answers in answering questions.

Example 1.

**TRYOUT BAHASA INDONESIA US/M SD/MI 2016**  
**LEMBAR SOAL**

Mata Pelajaran: Bahasa Indonesia  
Lama Ujian : 120 menit  
Jumlah Soal : 50 butir

*Bacalah teks berikut untuk menjawab soal nomor 1–4!*

**Elang Jawa**

Nasib elang jawa sungguh memprihatinkan. Burung endemis Jawa ini tergolong hewan terancam punah dengan status genting. Menurut data BirdLife International, saat ini populasi elang jawa di alam diperkirakan hanya tersisa sekitar 300–500 individu dewasa. Salah satu penyebab elang jawa terancam punah, yaitu semakin menyusutnya luas hutan alami di Jawa. Sebagai pulau dengan populasi penduduk terpadat di Indonesia, kebutuhan lahan untuk permukiman dan pertanian di Jawa semakin meningkat dari tahun ke tahun. Akibatnya, banyak hutan yang beralih fungsi menjadi lahan pertanian maupun permukiman. Saat ini, hutan alami yang tersisa di Jawa diperkirakan hanya sepuluh persen.

Tak hanya habitatnya yang dirusak, elang jawa juga kerap ditangkap dan diperjualbelikan sebagai satwa peliharaan. Padahal, elang jawa merupakan burung yang dilindungi Undang-Undang Republik Indonesia Nomor 5 Tahun 1990 tentang Konservasi Sumber Daya Alam Hayati dan Ekosistemnya, serta diperkuat lewat Kepres No. 4/1993 tentang Satwa dan Bunga Nasional. Elang jawa juga termasuk salah satu dari 14 satwa prioritas untuk diselamatkan berdasarkan SK Dirjen PHKA No. 132/2011. Jika perdagangan dan alih fungsi hutan tidak dihentikan, bukan tidak mungkin suatu saat nanti elang jawa hanya dapat dilihat dalam bentuk foto atau hanya dikenang sebagai burung yang identik dengan simbol negara, yaitu garuda.

Sumber: [www.mongabay.co.id](http://www.mongabay.co.id) dengan penyesuaian.

1. Kalimat utama pada paragraf pertama adalah . . .
  - A. Nasib elang jawa sungguh memprihatinkan.
  - B. Saat ini, hutan alami yang tersisa di Jawa diperkirakan hanya sepuluh persen.
  - C. Banyak hutan yang beralih fungsi menjadi lahan pertanian maupun permukiman.
  - D. Semakin menyusutnya luas hutan alami di Jawa merupakan salah satu penyebab kepunahan elang jawa terancam punah.
2. Ide pokok paragraf kedua pada teks tersebut adalah . . .
  - A. Perlindungan elang jawa diatur dalam Undang-Undang tentang Konservasi Sumber Daya Alam Hayati dan Ekosistemnya.
  - B. Penyebab kepunahan elang jawa adalah alih fungsi hutan menjadi permukiman dan lahan pertanian.
  - C. Keberadaan elang jawa dapat dilestarikan dengan menghentikan perdagangan dan alih fungsi hutan.
  - D. Elang jawa identik dengan simbol negara, yaitu garuda
3. Simpulan paragraf pertama adalah . . .
  - A. Salah satu penyebab elang jawa terancam punah adalah pengalihan fungsi hutan menjadi permukiman dan lahan pertanian.
  - B. Perluasan lahan permukiman dan lahan pertanian dilakukan karena Jawa memiliki Populasi terpadat di Indonesia
  - C. Elang jawa terancam punah disebabkan oleh pengalihan fungsi hutan dan perdagangan elang jawa sebagai hewan peliharaan.
  - D. Elang jawa merupakan salah satu satwa prioritas untuk diselamatkan berdasarkan SK Dirjen PHKA No. 132/2011.

4. Pernyataan yang sesuai dengan isi paragraf kedua adalah . . .
- A. Elang jawa ditangkap dan dijual sebagai bahan makanan.
  - B. Elang jawa ditangkap dan diambil bulunya untuk dijadikan kemoceng.
  - C. Elang jawa termasuk satwa prioritas untuk diselamatkan berdasarkan SK Dirjen PHKANo. 132/2011.

Elang jawa termasuk satwa prioritas untuk diselamatkan berdasarkan Kepres No. 4/1993 tentang Satwa dan Bunga Nasional.

Question number 1 to 4 is contained in the discourse consisting of two paragraphs and 195 words. This type of question asks students to read carefully in a short time to make the right choice. In question 1, students are asked to define the main sentence in the first paragraph. In question 2, determine the main idea in the second paragraph. The main sentence and main idea in the paragraph sometimes the student is difficult to distinguish the two types because they do not have to be at the beginning of the sentence. Similarly to question 3, the conclusion of the first paragraph and question number 4, that is the statement that corresponds to the contents of the second paragraph.

Looking at the 4 questions in the form of discourse above is not an easy thing for students to determine the right choice of answers. Because the problem is too long and almost the same questions on questions 1 and 2 required repetitive reading. While in questions 3 and 4 it is necessary to read a careful understanding so that students can choose the correct answer. Students actively read, theme, make inquiries, draw conclusions from reading material, answer questions and respond to friends' answers are still below average.

Example 2:

#### **Paragraph 1**

*Ibunya hanya pedagang pecel, ayahnya seorang pegawai rendahan. Anak mereka kecil-kecil. Untuk menambah penghasilan ayahnya bila malam hari menjalankan becak tetangganya. Begitu berat bagi kaum miskin hidup di masa sulit seperti sekarang ini.*

#### **Paragraph 2**

*Hujan tak juga reda. Dengan suaranya yang khas ia menawarkan dagangannya agar langganannya keluar sejenak untuk menikmati bajigur dagangannya. Tetapi meskipun tekun ia belum pernah kaya. Hidupnya tetap sulit.*

The above question in the form of a story or narration consisting of two paragraphs. The two paragraphs tell about a difficult family life. Students are asked to answer the theme equation to the two paragraphs on the 4 choices of answers that have been provided. Paragraph 1 tells of a Mother of mercy and a lowly employee who works side by side to supplement the family's income. While paragraph 2 also tells of a tenacious merchant but his life remains poor. Students are confronted by an almost identical choice of answers.

This type of question requires students to carefully understand the theme of the story. The two paragraphs alluded to "a trader, hard work, but still poor. That is, the answer to the question is; A. "a trader or B. difficulty of life". As a result, students are just guessing. The theme on the 4 questions that have been provided somewhat confusing students. The question is, every theme is only once raised in the story. While the students' understanding of the theme is not like the one in the story or answer question.

In reading study in elementary school, to determine the conclusion of paragraph and paragraph contents for students is still weak because students are not used to thinking and not

challenged to solve problems. Students' habits face questions that are not problematic and not challenging to cause students are not used to thinking. As a result, the tendency of students' answers is derived from the guesswork.

Based on the analysis it can be concluded that one of the causes of the low ability of students in answering the items try out because the selection of discourse that tend to be informative. This tendency also occurs in the classroom during reading learning. Teachers are less responsive to the chosen discourse so they are not considered in terms of quality. Learning reading tends to be of origin carried out regardless of whether reading ability develops or not.

## CONCLUSION

Based on the results of observations on the students of grade VI of elementary school in the city of Palu in answering the questions try out, and then concluded as follows.

**First**, reading activity is still not familiarized in the family realm. In fact, the culture of literacy should be familiarized from childhood such as reading stories for children or teach to write a diary. The use of increasingly sophisticated technology was also left behind the culture of student literacy because they prefer to play with the device rather than reading so that feels dull. Teachers who give more lectures to participate weaken the culture of student literacy. All information has been obtained from the teacher so that students are less accustomed to reading because the information that comes from the teacher is always true. The teacher should not limit the reading material to the textbook but the teacher should also give the students the opportunity to choose books that are taken or taken from home. Not all schools have to read 15 minutes before the start of school. Based on these observations, it is known that the ability of students to answer the questions try out made by the teacher is still low.

**Second**, the teacher-generated questions are narrative or stories made in a long paragraph complemented by the answers to questions that are already available in multiple-choice form, so that students only select or circle answers that are considered correct or appropriate to their choice.

There is also the result of the evaluation of students' literacy ability in answering the questions are still in the low category. This is because the level of understanding of the reading of students to the problem is difficult to understand because the problem is too long and the choice of answers provided almost all the same. And also the level of the teacher answers the answers made by the teacher are too high so that students difficult to determine the right answer. Here, the use of diction in the problem, the length of the problem, the level of cognition, theme problems, and illustrations are not bergayut on student knowledge.

Literacy of students is limited to needs such as reading textbooks only. In fact, students are also encouraged to read topics relevant to daily life and society in general. In reading, learners will get new words, phrases, idioms that will improve their vocabulary and language skills. Students also learn about patterns and relationships that can improve thinking and creativity. Students are encouraged to read and understand the content of their reading and are able to make reading as a source of knowledge and inspiration.

Based on the observation on the literacy ability of grade 6 students of elementary school in Palu city, the authors propose some suggestions related to the writing of this scientific article. There are also suggestions as follows:

- 1) As an assessment guide in determining students' graduation, it is required for each teacher to make Graduate Competency Standards (SKL).
- 2) Teachers who make a matter of try out Primary School in Palu city, not only mengadakan teaching ability in class but also need to consider aspect of competence and qualification of the teacher.

- 3) Teacher-made matters need to be carefully examined both from school and even from the education and cultural offices so as not to find problems in the form of narratives and paragraphs that are too long containing four to five questions. Problems in the form of stories need to mendtibagikan theme according to local conditions.

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