



WRITING COMPETENCE IN CONCLUDING THE FOLKTALE “SANGKURIANG” AMONG FOURTH GRADE STUDENTS OF SDN CIPANAS

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ABSTRACT

The ability to write narrative endings is a key indicator of students' literacy development and their grasp of narrative structure. This study explores the writing competence of fourth-grade students at SDN Cipanas in completing the traditional folktale Sangkuriang, focusing on their understanding of narrative closure, lexical selection, and the pedagogical factors that influence their writing performance. Using a qualitative descriptive approach, data were collected through interviews with school staff and documentation of student writing. The results show that most students demonstrated a basic understanding of story structure, especially in producing coherent reorientation segments. However, the moral dimension—represented by the coda—was largely absent, indicating limited development of reflective narrative competence. Linguistically, students' writings adhered to standard Indonesian norms, though their vocabulary use remained elementary and lacked variation. Supportive factors included structured literacy programs and active teacher guidance, while obstacles involved limited access to engaging reading materials, restricted time for independent reading, and low student self-confidence. These findings underscore the need for instructional strategies that not only reinforce narrative structure but also foster moral reflection and expressive lexical range in primary-level writing education.

Keywords: writing competence, narrative closure, folktale, reflective literacy, primary education

INTRODUCTION

Writing skills are important to shape the critical and expressive mindset of elementary school students. According to Kurnia et al. (2022), writing helps students develop analytical thinking and convey ideas in a structured manner. However, at SDN Cipanas, fourth grade students still face obstacles in writing, such as difficulties in developing storylines, choosing the right diction, and conveying moral messages. This suggests the need for more intensive learning strategies to strengthen writing skills.

Interviews with the principal, grade IV teacher and some students of SDN Cipanas showed that although students like writing activities, they still have difficulties in developing storylines and choosing the right vocabulary, especially in making the end of the story. This is due to a limited understanding of story structure and a lack of supporting reading references. Teachers and principals agreed that intensive guidance and learning methods that encourage students to think creatively, such as writing a resolution to a folktale, are needed to improve students' writing skills in a more meaningful way.

The findings of this study are in line with the results of Nurmalina's research (2020), which states that the final part of the story functions as a resolution that closes the

main conflict and provides a sense of completion for the reader. In this context, students' ability to compose reorientation shows a basic understanding of story structure. However, it is still necessary to strengthen the coda element as a reflective element, which shows the moral message of the story. This shows that writing lessons need to emphasize not only the narrative structure, but also the values contained in the story.

This study aims to examine the writing ability of fourth grade students of SDN Cipanas in composing the ending of the folktale "Sangkuriang", focusing on how students resolve the conflict in the story creatively, and according to the narrative structure. Another objective is to identify students' use of language, sentence organization, and creativity in creating a resolution that is not only meaningful, but also in accordance with the existing story context.

Through this research, it is hoped that new insights can be gained in the development of writing teaching strategies in elementary schools, especially in encouraging students' narrative and critical thinking skills. The results of this study are expected to serve as a reference for teachers in designing learning methods that not only emphasize language structure but also explore students' imaginative potential through creative approaches. Furthermore, this research is expected to contribute to improving the quality of literacy and developing early literacy-based education policies.

METHOD

The research approach used in the study "Writing Ability with the Completion of the Sangkuriang Story Suffix of Class IV Students at SDN Cipanas" is qualitative research with a content analysis approach. This approach was chosen because it allows researchers to deeply understand the content of student writing and identify patterns, structures, and meanings contained in the resulting text. This study aims to examine the narrative writing ability of fourth grade students, especially in composing the final resolution of the Sangkuriang story in a creative and structured manner. Data were collected through documentation of students' writing, interviews with teachers, principals, and students, and observation of the writing learning process in the classroom.

The focus of the research is not only limited to the final form of student writing, but also includes how students build a story completion structure, choose the right diction to convey ideas, and express messages in writing. In addition, this study also highlights the factors that support and hinder students' writing process, such as limited vocabulary, lack of reading references, and the influence of teacher guidance and literacy programs at school. Thus, this study provides a complete picture of the process and results of students' writing ability in the context of completing folktales at the primary school level.

RESULT AND DISCUSSION

The Sangkuriang folktale is one of the traditional legends from West Java that tells a tragic story between a young man and his own mother who is unaware of their blood relationship (Hendrawan, 2020). The story is full of conflicts, moral values, and mythological elements that explain the geographical origins of Mount Tangkuban Perahu, which is believed to have been formed due to Sangkuriang's anger. As an oral cultural heritage, this story not only reflects the identity of the Sundanese community, but is also rich in educational content that can be utilized in education.

dan pagi hari si sangkuriang pun berangkat
ke ibunya yang ternyata dia adalah calon
sami ibunya sendiri. Setelah itu,
sangkuriang pun mengadu di beci pada ibunya
dan dia pun melarikan diri dari tempat
itu, dia berangkat ke kapal yang tidak
jauh dari rumah. Setelah dia melakukan
diri, berhari-hari minggu-minggu anyin kencingpun
tiba dan kabut sangkuriang telah
tenggelam! Selesai

amat

Figure 1 Results of Writing the Endings of the Sangkuriang Story of Class IV Students

In the context of learning in elementary schools, writing the final resolution of the Sangkuriang story is an appropriate means to hone students' narrative writing skills. Through this activity, students are invited to imagine the possible endings of the story, organize the plot logically, and choose appropriate diction to express their ideas. This activity not only trains language skills, but also encourages students to think critically, creatively, and reflectively in compiling a complete and meaningful piece of writing.

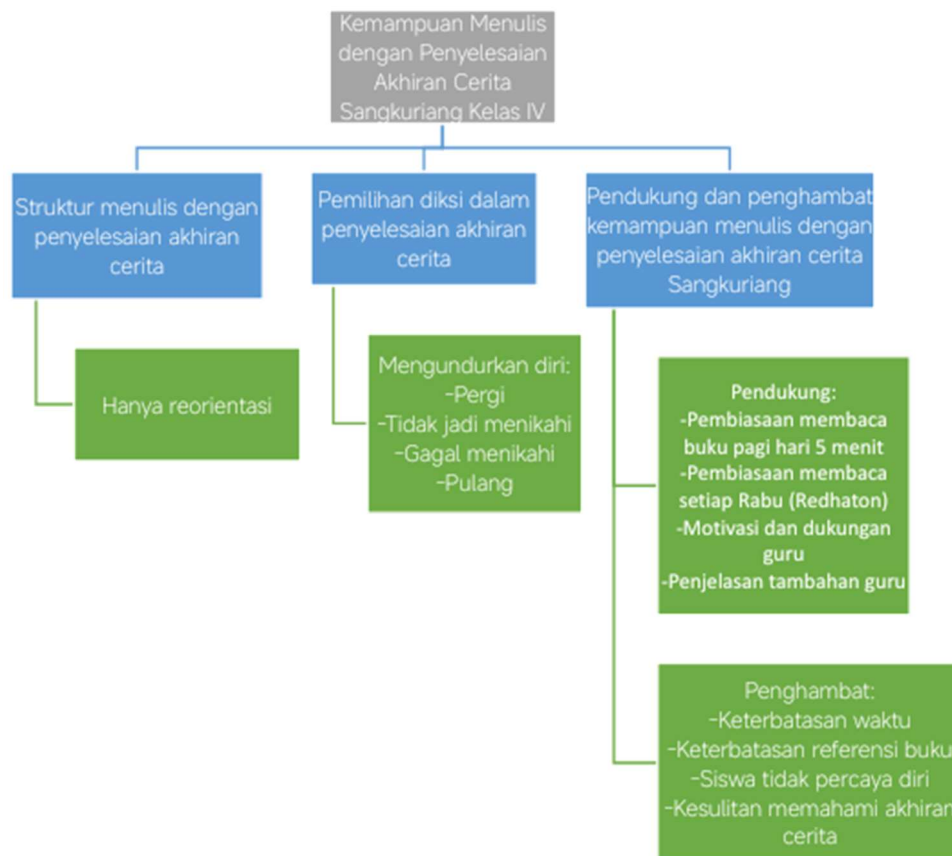


Figure 2 Findings of Writing Ability with the Completion of the Sangkuriang Story Ending

Based on the picture of the findings displayed, this study aims to determine the ability to write with the completion of the ending of the Sangkuriang story of grade IV students of SDN Cipanas, based on the writing structure, diction selection, as well as the supporting and inhibiting factors that influence the students' writing process.

1. Writing Competence In Concluding The Folktale “Sangkuriang” Among Fourth Grade Students Of SDN Cipanas

Based on the analysis of the final parts of the Sangkuriang stories written by fourth-grade students at SDN Cipanas, it was found that all student compositions included the element of reorientation. Reorientation, as a key component of narrative text structure, serves to conclude the storyline by summarizing the sequence of events and depicting the condition or fate of the characters after the central conflict has been resolved. The students demonstrated a relatively strong grasp of this section, particularly after receiving explicit examples and detailed instructions from their teacher during the story writing lessons. This suggests that, when guided properly, students at this level are capable of recognizing and implementing the fundamental components of narrative writing effectively.

However, it is also important to note a significant shortcoming: none of the students included a coda in their stories. The coda, which functions as a reflective statement often used to express the moral of the story or the lesson learned, was completely absent from all the students' narratives. This absence likely reflects a gap in their understanding of the deeper, evaluative function of narrative texts. One plausible explanation for this is the limited attention given to the coda during writing instruction. Without sufficient exposure or practice, students may not yet see the importance of incorporating moral reflection into their stories.

The presence of a well-written coda is essential not only to enrich the meaning of a story but also to guide readers toward the values and messages the writer wishes to convey. It provides a bridge between the fictional events and real-life implications, encouraging readers to think critically about the story's themes. Therefore, it is recommended that educators adopt more explicit and focused strategies in teaching the concept and structure of the coda. Through scaffolded exercises, model texts, and reflective discussions, students can be gradually trained to embed moral insights into their narratives. This will enhance both the depth and the educational value of their creative writing.

2. Selection of Diction of the Ending of the Sangkuriang Story

The results of the analysis on the story completions written by fourth-grade students of SDN Cipanas, particularly in continuing and concluding the folktale of Sangkuriang, reveal insightful patterns in the students' choice of diction when resolving the main conflict. A large portion of students consistently used vocabulary that conveyed the idea of resignation or withdrawal as a means of ending the story's central problem. Words and phrases such as "failed to marry," "did not marry," "left," and "went home" appeared frequently in the concluding paragraphs of the students' narratives. This recurring linguistic pattern suggests that many students imagined the story's resolution as an act of disengagement—either physically distancing the character from the situation or emotionally detaching from the conflict.

Despite the subtle differences in meaning, these expressions all point in the same thematic direction: a conscious decision not to pursue the relationship or objective that was initially sought by the protagonist. For instance, the phrase “did not marry” implies



a deliberate retraction of intent, while “left” or “went home” conveys a geographical and symbolic withdrawal from the conflict. Meanwhile, the expression “failed to marry” places emphasis on the outcome—that the goal was not reached—regardless of the preceding efforts. These nuanced diction choices reflect not only the students’ grasp of narrative conflict and resolution but also their emotional interpretation of the story’s climax. In choosing such words, students appear to conceptualize resolution through avoidance or separation, rather than confrontation or transformation.

However, while the students demonstrated a basic structural competency in story continuation and closure, a closer examination of their lexical use reveals limitations in linguistic richness and stylistic variety. The vocabulary employed was predominantly simple, repetitive, and lacked variation or imaginative use of language. Most students relied on familiar, frequently used terms without exploring more expressive or descriptive alternatives that could elevate the emotional and aesthetic depth of their narratives.

This linguistic simplicity indicates that while students are capable of constructing coherent and logically sequenced stories, their development in the area of vocabulary enrichment and stylistic expression remains underdeveloped. This finding underscores the need for writing instruction to go beyond structural understanding and place greater emphasis on nurturing students’ language awareness. Teaching strategies should include targeted vocabulary development, exposure to literary texts with diverse language use, and creative language exercises that invite students to experiment with figurative and emotive expressions.

By doing so, students can learn to choose words more purposefully—not just to convey events, but to evoke feelings, build atmosphere, and add literary value to their work. Encouraging exploration of diction and stylistic devices will enable students to produce writing that is not only structurally sound, but also expressive, engaging, and reflective of deeper understanding.

3. Supporting and Inhibiting Factors

Interviews conducted with the principal, teachers, and students of SDN Cipanas revealed several important supporting factors that contribute to the improvement of students’ writing skills. One of the most prominent elements is the implementation of literacy-based programs at the school level, particularly the five-minute morning reading habit and the weekly literacy activity known as the “Readathon.” These programs are designed to instill daily reading habits in students, aiming not only to foster a love for reading but also to indirectly enhance their writing proficiency.

The consistent practice of reading, even within a short time frame, has a measurable impact on students’ vocabulary development. By being exposed to a wider range of words, sentence structures, and narrative styles, students gradually acquire the linguistic tools necessary to express their own thoughts more clearly and creatively in writing. In addition to vocabulary enrichment, regular reading provides students with reference points for story ideas, plot structures, and character development, all of which are essential elements in narrative writing.

Another key factor identified during the interviews is the role of teacher guidance and motivation. Teachers who provide clear explanations of story structure—including orientation, complication, resolution, reorientation, and coda—help students understand how to shape their ideas into cohesive narratives. Furthermore, when teachers actively encourage students, offer constructive feedback, and foster a safe environment for self-expression, students tend to develop greater confidence in their writing abilities. This

boost in confidence allows them to take creative risks and engage more deeply in the writing process.

These findings align with the research of Kusumasari et al. (2024), who concluded that regular reading activities significantly contribute to strengthening students' writing skills by improving their ability to organize thoughts and construct coherent texts. They also emphasized the importance of supportive teaching practices in building students' willingness to express ideas in written form.

Despite these supportive conditions, there are still notable obstacles that hinder the optimal development of students' writing abilities. One of the main issues is the limited time allocated for independent reading outside of scheduled programs. Many students do not have sufficient access or opportunity to read freely beyond the school's structured activities. Another challenge lies in the lack of age-appropriate and engaging reading materials. Without a rich variety of books that match students' interests and reading levels, it becomes difficult to maintain their enthusiasm for reading—let alone inspire creativity in writing.

Furthermore, a lack of self-confidence is still prevalent among many students when it comes to writing. Some students hesitate to express their thoughts due to fear of making mistakes or feeling unsure about their writing abilities. This insecurity is particularly evident in the final section of their stories, where many students struggle to compose a proper ending, especially in integrating the coda element, which reflects a moral message or final reflection meant to reinforce the story's meaning.

This observation is consistent with the study by Shabrina (2022), who pointed out that limited access to engaging reading materials and the absence of creative teaching approaches are major barriers to improving students' writing competence. Her findings highlight that students are more likely to flourish when they are provided with diverse reading experiences and innovative instructional strategies that stimulate imagination and critical thinking.

Based on the findings at SDN Cipanas, it can be concluded that while grade IV students have shown potential in writing, particularly with proper structural guidance, their skills—especially in crafting meaningful story endings—still require significant improvement. To address this, a holistic support system is essential: one that involves not only teachers who serve as mentors and motivators but also a conducive learning environment enriched with diverse and relatable reading resources. Such an environment will not only enhance students' technical writing skills but also nurture a deeper appreciation for storytelling and creative expression.

CONCLUSION

Based on the results of research conducted in grade IV at SDN Cipanas, the students' ability to compose the ending of the Sangkuriang folktale demonstrates a fairly good understanding of the narrative text structure, particularly in the reorientation section. Most students were able to close the story in a coherent and logical manner after the conflict had been resolved. Their conclusions reflected an awareness of story progression, indicating that they could follow the general flow of a narrative and bring it to a sensible end.

However, it was also found that none of the students included a coda, or a reflective statement, in their writing. The absence of this component highlights a significant gap in the development of reflective thinking in students' narrative writing. The coda is a crucial element that allows writers to convey moral values, personal



insights, or messages drawn from the events of the story. Without this, students miss the opportunity to express deeper meanings and to connect the story to real-life lessons or perspectives. This suggests that the reflective aspect of writing still needs to be more intentionally developed and integrated into the learning process.

From a language perspective, the students' stories reflect their emotional responses and ways of thinking in reaction to the conflict and its resolution. However, the choice of diction remains fairly simple and repetitive, lacking variety or more expressive language use. There is little evidence of stylistic experimentation or the use of figurative language, which indicates that the richness of vocabulary and creative expression are areas that have not yet been fully explored. This linguistic limitation affects not only the beauty of the narrative but also its communicative power.

Therefore, writing instruction needs to be directed not only toward understanding narrative structure but also toward encouraging students to explore richer, more creative, and communicative language. Activities such as vocabulary-building exercises, exposure to literary texts, and guided rewriting can help students gain confidence in using more expressive language. Students should also be encouraged to reflect critically on the moral dimensions of the stories they write, allowing them to develop a stronger personal voice and a sense of purpose in their narratives.

Several supporting factors were identified that help enhance students' writing development. These include reading habituation programs such as the five-minute morning reading and the Readathon, as well as consistent support from teachers. These factors contribute to the formation of positive literacy habits, vocabulary enrichment, and increased motivation to write. Teachers who explain structure clearly and provide encouragement play an essential role in shaping students' confidence and interest in writing.

On the other hand, there are still obstacles that need to be addressed. The most prominent challenges include the limited availability of age-appropriate and engaging reading materials, as well as low self-confidence among students in expressing their ideas through writing. Many students are still hesitant to experiment with new vocabulary or styles due to fear of making mistakes or lack of exposure to creative writing models.

In conclusion, the writing skills of grade IV students at SDN Cipanas, while showing promise in structural aspects, still require considerable improvement in terms of conveying moral messages and utilizing more varied, rich diction. Addressing these needs requires a supportive learning environment—one that promotes creativity, self-expression, and reflective thinking, supported by qualified teachers and sufficient literacy resources.

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