



ADVENTURE SHORT STORY WRITING COMPETENCE AMONG FIFTH GRADE STUDENTS AT SDN CIPANAS

Nabila Meilani, Fachri Helmanto, Yusuf Safari

Universitas Djuanda

nabilameilani42@gmail.com, fachri.helmanto@unida.ac.id, yessafari@gmail.com

ABSTRACT

The ability to write adventure short stories is a critical component of developing narrative literacy at the elementary school level. Despite having an abundance of ideas, many students struggle to construct coherent narratives that adhere to proper language conventions. This study aims to analyze the elements and structure of short stories written by fifth-grade students at SDN Cipanas, as well as to identify the supporting and inhibiting factors influencing their writing performance. Using a qualitative descriptive method, data were collected through in-depth interviews with teachers and students, along with documentation of students' written works. The findings indicate that students demonstrated a basic yet accurate application of narrative elements such as plot, character, and setting. Most stories were written in chronological order, often featuring a first-person narrator and varied settings. Narrative structures, comprising abstract, orientation, conflict, resolution, and coda, were present but inconsistently applied. Key supporting factors included students' strong interest, imagination, personal experiences, and teacher guidance. However, linguistic interference from the students' bilingual environment (Indonesian–Sundanese) emerged as a significant barrier to fluency and clarity in written expression. These results underscore the need for pedagogical interventions that reinforce narrative structure while addressing the unique linguistic context of bilingual learners.

Keywords: writing competence, adventure short story, narrative elements, narrative structure, bilingual context

INTRODUCTION

Writing is a language skill that does not only depend on talent, but can be learned and improved through a consistent process of learning and practice. According to Susanto (2016), writing is a combination of process and results, which includes thinking activities, processing information, and conveying ideas in writing so as to produce works that can be understood by readers. Dewi (2023) also stated that writing is very related to daily life, especially in academic contexts such as those experienced by students. Meanwhile, Fadhillah (2022) emphasized that writing is one of the four essential language skills and needs to be continuously developed through learning.

Writing skills are also one of the important aspects in the literacy development of elementary school students. One form of effective writing practice is to write short stories (short stories), especially adventure-themed short stories. This activity is considered to be able to hone language skills, encourage creativity, and strengthen understanding of narrative structures (Hendri et al., 2022). At SDN Cipanas, the ability to write adventure short stories for fifth grade students is a concern because the quality of students' writing

is still not optimal, even though their enthusiasm in participating in writing activities is relatively high.

Writing short stories itself is a form of creative writing that aims to pour ideas, imagination, feelings, and experiences into the form of short stories. Apriani (2022) explained that the process of writing a short story involves packaging a main idea through elements such as themes, plots, settings, characters, and points of view, with effective language and sentence structure. Short stories often depart from simple situations that go directly to the core of the event, in harmony with the style of oral speech.

Sutejo (2016) said that writing short stories is the process of creating new works that become a form of creative expression as well as personal achievements, because it requires the ability to pour out ideas in their entirety. Noprina (2023) added that short stories are the result of the author's interpretation of real or imaginative events chosen based on interesting aspects of life, not a picture of reality as a whole. Additionally, the use of narrative techniques such as dialogue, description, and the right choice of viewpoints is essential in creating a meaningful reading experience.

The ability to write adventure short stories for fifth grade students can be analyzed from several main aspects, such as story structure, creativity in composing plots, character development, and language use. Students at this level generally already understand the basic structure of short stories which consist of orientation, complications, and resolution. They have also been able to recognize the roles of the main character and the opponent, and create the conflict that is at the core of the adventure story, although there are still obstacles in maintaining the consistency of the plot. Students' creativity in composing stories began to develop with themes as diverse as jungle exploration, camping and going to the beach. However, challenges such as difficulty in developing ideas, storylines that are not well structured, and Indonesian-Sundanese bilingual are still obstacles in producing lively and interesting writing.

In terms of language, grade fifth students generally know effective sentences, the use of punctuation, and vocabulary variations. However, they still need guidance in choosing the right diction so that the writing becomes more imaginative and communicative. Some students began to explore the use of *majas* such as hyperbole, metaphors, and personification to enrich narratives, although their application was not yet fully optimal.

The results of interviews with teachers and students also corroborate these findings. The teacher said that most students have many interesting ideas that they want to pour into their writing, especially those related to personal experiences, such as vacations, camping in the mountains, or visiting grandma's house. However, there are still many of them who have difficulty arranging the storyline in a coherent manner and in accordance with a good short story structure. Teachers revealed that about 50% of students are only able to write half a page of stories, and many mix spoken language into their writing. This can be seen from the repeated use of informal conjunctions such as "continue" and "so", which shows the need for guidance in the transition from spoken to written language in a standard and effective manner.

These findings are in line with the results of various previous studies that show that students' low writing ability can be caused by limited vocabulary, lack of varied teaching strategies, and suboptimal use of learning media (Susilawati et al., 2024). Bawono et al. (2022) also stated that many students have difficulty in writing narratives due to weak vocabulary mastery, mechanical errors in writing, and low confidence. In this case, the implementation of the right learning strategy has been proven to have a positive impact.



Novalia et al. (2022) showed that the use of scaffolding writing techniques can significantly improve students' writing skills, from only 36.3% who met the minimum competency standards to 81.81% after the application of the technique.

To improve the ability to write adventure short stories, various learning strategies can be applied. For example, writing exercises are staged by composing a story outline in advance, reading inspirational short stories to expand insights and references, and discussing with teachers to get feedback and revise. In addition, activities such as story staging or oral reading of works are also effective in fostering students' motivation and confidence in writing. With the right approach and continuous coaching, the ability to write adventure short stories for fifth grade students can continue to develop, so that they are able to express their ideas and imagination in a better, structured, and interesting form of writing.

This study aims to analyze the ability to write adventure short stories for fifth grade students of SDN Cipanas based on the elements of the short story (plot, characters, and setting), narrative structure (abstract, orientation, conflict, resolution, and koda), as well as supporting and inhibiting factors in the writing process.

This research is expected to make a practical contribution for teachers in designing more effective and contextual writing learning, as well as academically enriching the study of narrative writing skills development at the elementary school level. With the right learning strategies, students' writing abilities can not only be improved, but will also encourage the development of better critical thinking, creativity, and communication skills in the future.

METHOD

The research approach used in the research "Adventure Short Story Writing Competence Among Fifth Grade Students At Sdn Cipanas" is a qualitative case study. Case study research is one of the qualitative research approaches that is often used to gain an in-depth understanding of a particular phenomenon, group, or individual in a real-life context (Helmanto, 2024). In the field of education, case studies are often used to research unique or specific situations that occur in schools, classrooms, or other institutions. Case studies were chosen because they allow researchers to understand the phenomenon in depth and broadly. This research aims to understand in depth the adventure short story writing competence of fifth grade students at SDN Cipanas.

Data Collection Procedure

The data collection stage is carried out through various techniques, such as interviews, direct observation, documentation and secondary data, as follows:

1. Interviews, which involve teachers, and students to explore information about the factors that affect the competence of writing adventure short stories.
2. Direct observation, where the researcher recorded students' behavior in learning to write short stories, both participatory and non-participatory.
3. Documentation, which includes data collection in the form of student work, lesson plans, academic records, and school reports.
4. Secondary data, in the form of data from previous research or statistics that support the analysis

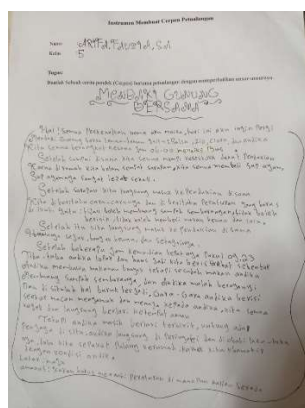
The focus of the research is not only on the final result in the form of stories produced by students, but also focuses on how students develop ideas, build story

structures, and use written language according to the rules, including the extent of students' personal experience in contributing to students' writing skills.

Data Validity

In research on the ability to write adventure short stories for grade V students at SDN Cipanas, triangulation, according to Helmanto (2024), triangulation is an important technique to ensure the validity of findings. Triangulation is carried out using various data sources and data collection methods, such as interviews, observations, and document analysis. For example, interviews can be conducted with students to understand students' thought processes when writing adventure short stories, while interviews with teachers provide perspective on the teaching strategies used. Direct observation in the classroom allowed researchers to record how students participated in writing learning, including interactions with teachers and peers. In addition, documents such as student work, lesson plans, and academic records are used to provide concrete evidence of the student's abilities. By comparing data from these various sources, researchers can ensure that the interpretation of the adventure short story writing ability of grade V students is accurate, consistent, and reflects the actual reality. This technique helps reduce bias and increase confidence in research findings.

RESULTS AND DISCUSSION



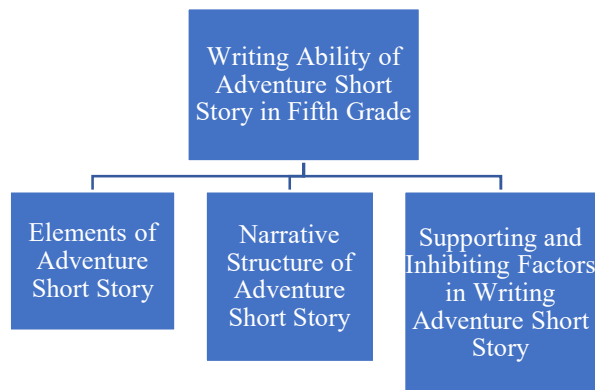
Picture 1. Short Story Results of Student Adventure of Class V

Short stories are a form of literary work in the form of fictional prose that conveys a concise story but still presents a complete storyline. According to Dewi (2023), short stories describe the experiences of the main character who faces a conflict until it reaches a resolution. This story written in a short way is still able to provide a deep message and meaning to the reader. In line with that, Dewita (2024) explains that short stories are fictional narratives that are packed densely, usually focusing on one main theme with a limited number of characters. Because of its relatively short length, short stories are ideal to read in one sitting, but still have dramatic power.

Furthermore, Helmanto and Hidayat (2023) stated that short stories function as a means to channel ideas, emotions, and experiences through a dense and directed narrative form. The typical structure of a short story usually consists of one main character, one core event, and one dominant emotion or continuous emotional flow. This characteristic makes short stories an effective literary medium to convey messages in a short but meaningful way.

One form of short story that has a strong appeal is adventure short stories. According to Syarif (2023), adventure short stories are a genre that features the main character's journey in facing various obstacles and tense conflicts. Elements of action, suspense, exploration, and courage are the main parts in building the dynamics of the story. Adventure stories often require the main character to solve problems and actively interact with the environment, creating a dynamic and thrilling impression for the reader.

In the context of learning in elementary school, writing adventure short stories can be used as a learning strategy that encourages the development of students' creative thinking skills and writing skills. Efendi and Wardani (2021) stated that the activity of writing adventure short stories can stimulate students' imagination while practicing the ability to compose narratives with a good structure. This activity also encourages students to think critically in building conflicts, developing character, and creating logical solutions. Therefore, adventure short stories are not only a medium of literary expression, but also an educational means in improving students' literacy and language skills.



Picture 2. Findings of Writing Short Story Adventures of Fifth Grade Students

Based on the images of the findings displayed, this study aims to determine the ability to write adventure short stories for fifth grade students of SDN Cipanas, based on the application of story elements, narrative structure, as well as supporting and inhibiting factors that affect the writing process of students.

1. The Ability to Write Adventure Short Stories for Fifth Grade Elementary Students Based on Story Elements

Table 1. Findings on the Ability to Write Short Story Adventures of Fifth Grade Elementary School Students Based on Story Elements

Flow	Character	Background	
		Place	Time
a. Go camping b. Play	a. I b. Friends c. Family	a. House b. Mountain c. Garden d. River	a. One day b. Sunday c. Night d. Morning

The results of the analysis showed that fifth grade students had been able to write adventure short stories by including the basic elements of the story quite well.

From the plot aspect, most students use a simple sequence of events with adventure themes such as "going camping" and "playing in nature" The story flows from the introduction of the initial situation, the development of the conflict, to the resolution of the problem.

The main characters that appear most often are "me" as the narrator or main actor, as well as accompanying characters such as "friends" and "family". The use of these characters reflects the closeness to the student's life and demonstrates the skill in developing simple characters that are relevant to the theme of the adventure. In terms of setting, the most commonly used places are "houses", "mountains", "gardens", and "rivers", depicting a mix of real and imaginative environments. The widely used time settings include "one day", "Sunday", "evening", and "morning", which show students' ability to create the atmosphere and chronology of the story.

Overall, these findings show that most students have understood the basic elements of short stories such as plot, characters, setting, and themes, although guidance is still needed in the deepening aspects of conflict and atmosphere.

2. Ability to Construct the Narrative Structure of Short Story Adventures for Fifth Grade Elementary School Students

Table 2. Findings of the Ability to Construct the Narrative Structure of Short Story Adventures of Fifth Grade Elementary Students

Abstract	Orientation	Conflict	Resolution
38 Students	28 Students	26 Students	36 Students

The ability to structure narrative structures in adventure short stories also shows positive results. The five main structures of short stories, namely abstract, orientation, conflict, resolution, and coda are found in various proportions in the student's work. A total of 38 students wrote an abstract section that served as an introduction to the story, 28 students listed the orientation clearly, 26 students developed conflicts, 36 students were able to formulate logical resolutions, and 28 students wrote a coda as the conclusion of the story.

Examples of conflict structures that arise are characters getting lost in the forest, facing wild animals, or facing natural obstacles such as heavy rain while camping. Resolutions in stories usually feature characters who have successfully overcome problems, either individually or with the help of others. Closing or coda generally contains reflections, such as the importance of cooperation, courage, and a sense of responsibility.

This shows that although not all students are able to apply all five structures completely, most have understood the general form of adventure short story narrative and are able to structure it logically and communicatively.

3. Supporting and Inhibiting Factors in Writing Adventure Short Stories

Table 3. Findings of Supporting and Inhibiting Factors in Writing Adventure Short Stories

Supporter	Retardant
a. High interest and imagination b. Observation Experience	a. Bilingual Tendency to Be Bilingual



c. Teacher Support	
--------------------	--

The results of the study show that there are several factors that support the ability to write adventure short stories in fifth grade students. They show great enthusiasm and creativity in developing story ideas, especially when asked to write adventure-themed stories such as vacations, playing in nature, or visiting places such as beaches, mountains, and grandma's house. Most students admit to feeling happy and excited when writing adventure short stories, especially when pouring their ideas into writing form. This is supported by the teacher's statement that *"students have ideas, but have difficulty writing them down."*

At the developmental stage of fifth grade age, students generally have strong imaginative abilities. This ability makes it easier for them to imagine and structure adventure storylines that are sourced from everyday experiences, such as playing soccer, exploring the environment, or vacationing with family. These findings are in line with the results of research by Saraswati & Tarmini (2022), which shows that imagination is one of the main strengths in writing stories at the elementary school level.

Another factor that also supports is the hands-on experience that students have. Some of them are able to relate the stories written to real experiences, such as camping, going to the beach, playing in the park, or visiting grandma's house. This makes the stories they produce feel more authentic and alive. Rukayah (2024) also revealed that real experiences in exploring the surrounding environment can be a powerful source of inspiration in the process of writing adventure short stories.

The role of teachers is also very significant in supporting the writing process of students. The teacher not only provides technical direction, but also guides and motivates students at every stage of writing. This opinion is in line with Pulungan (2023) who emphasizes the importance of systematic teacher guidance, including providing examples of adventure short stories as a reference for students.

However, this study also found a number of obstacles that hinder the development of students' writing skills, one of which is the habit of bilingual between Indonesian and Sundanese. This habit often leads to a mixture of languages in writing, especially in the preparation of good and correct Indonesian sentences. It was found that some student works included words in Sundanese directly, such as *"ngurek"* (which means looking for eels in the rice fields), without a suitable translation. This shows that some students still mix the structure and vocabulary of regional languages into their writing, which has an impact on the consistency of language use and the richness of diction in the short stories produced.

This condition is in line with the findings of Susilawati et al. (2024), who stated that the main challenge in teaching short story writing in elementary school is the lack of consistency in the use of grammar and students' weak understanding of story structure. In addition, students also tend to bring spoken language styles into their writing, such as the excessive use of "continue" or "so" conjunctions, which reflect the influence of everyday communication habits.

As a step to overcome these obstacles, teachers generally provide an initial introduction to the elements of the story, such as characters, plot, and narrative structure before students begin writing. However, this approach still requires reinforcement through more personalized communication. Teachers admit that they have not been able to have in-depth conversations individually with students, even

though most students tend to express ideas orally more easily than write them down. Therefore, strategies that prioritize verbal discussion as the initial stage before writing are considered more effective. This approach can help students structure stories in a more targeted way and develop ideas logically before they are put into writing.

Based on the results of the research, it can be concluded that fifth grade students have shown quite good ability in writing adventure short stories, characterized by an understanding of the basic elements of short stories such as plots, characters, settings, and themes, as well as the logical preparation of narrative structures even though they are not completely complete. The main supporting factors in this ability include the student's high interest, imagination, personal experience, and the teacher's support in guiding the writing process.

However, there are also obstacles that need to be considered, such as the mixing of Indonesian and Sundanese, the use of spoken language styles in writing, and the difficulty of students in pouring ideas in writing. Therefore, a more communicative learning approach, such as verbal discussion before writing, is needed to help students structure stories in a more structured and expressive way.

ACKNOWLEDGMENT

Sincere gratitude is extended to Mr. Fachri Helmanto, M.Pd., and Mr. Yusuf Safari, M.Pd., for their invaluable guidance, input, and motivation throughout the process of preparing this research, which significantly contributed to enhancing its overall quality.

I would also like to express my appreciation to Mr. Iwan Setiawan, S.Pd., M.Pd., the Principal of SDN Cipanas, along with the entire SDN Cipanas community, for granting permission, providing opportunities, and offering full support during the implementation of this research. My heartfelt appreciation goes to Ms. Risma Puspasari, S.Pd., the fifth grade homeroom teacher and research supervisor, for her guidance, assistance, and encouragement throughout the research process. I also extend my deepest thanks to the fifth-grade students of SDN Cipanas, whose active participation, support during the research, and cheerful presence made the research process truly enjoyable.

BIBLIOGRAPHY

- Apriani, E., & Fathobah, S. (2022). *Menulis Kreatif*. Syiah Kuala Universitas Press.
- Bawono, D. R., Arafik, M., & Suhartono. (2022). Analisis Keterampilan Menulis Cerita Pengalaman pada Peserta Didik Kelas V SD. *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan*, 2(11), 1068–1084. <https://doi.org/10.17977/um065v2i112022p1068-1084>
- Dewi, A. C. (2023). *Menulis Kreatif*. Indonesia Emas Group.
- Dewita, S. (2024). *Ayo Menulis Cerpen Panduan Praktis Menulis Cerita Pendek Bagi Pelajar* (Nurjannah (ed.)). CV. Azka Pustaka.
- Efendi, D. R., & Wardani, K. W. (2021). Komparasi Model Pembelajaran Problem Based Learning dan Inquiry Learning Ditinjau dari Keterampilan Berfikir Kritis Siswa pada Mata Pelajaran IPA di Sekolah Dasar. *Jurnal Basicedu*, 5(3), 1277–1285.
- Fadhillah, D. (2022). *Aspek Pembelajaran Bahasa Indonesia SD/MI Kelas Tinggi*. CV Jejak.
- Helmanto, F. (2024). Panduan Praktis Desain Penelitian Studi Kasus. Diakses tanggal 26 Desember 2024. <https://fachrihelmanto.com/624/panduan-praktis-desain->



- penelitian-studi-kasus/
Helmanto, F. (2024). Ragam Teknik Analisis Data Penelitian Kualitatif. Diakses tanggal 26 Desember 2024. <https://fachrihelmanto.com/754/ragam-teknik-analisis-data-penelitian-kualitatif/>
- Helmanto, F., & Hidayat, A. (2023). Reviewing Best Seller Bilingual English Indonesian Short Stories Based On Short-Story Philosophy. *Journal of Language and Literature*, 11(1), 100–110. <https://doi.org/10.35760/jll.2023.v11i1.8873>
- Hendri, M., Tahir, M., & Setiawan, H. (2022). Pengaruh Media Komik Cerita Anak Terhadap Kemampuan Menulis Teks Narasi Siswa Kelas V SDN 1 Kediri Selatan Tahun Pelajaran 2020 / 2021. *Jurnal Ilmiah Mandala Education (JIME)*, 8(1), 852–858. <https://doi.org/10.36312/jime.v8i12885/http://ejournal.mandalanursa.org/index.php/JIME>
- Noprina, W. (2023). *Mudah Menulis Cerpen* (I. Sa'diyah (ed.)). Thalibul Ilmi Publishing & Education.
- Novalia, R. J., Guswita, R., & Prahagia, Y. (2022). Peningkatan keterampilan menulis menggunakan model scaffolded writing pada siswa kelas v sdn 118/ii candi. *Jurnal Inovasi Pendidikan Dan Teknologi Informasi (JIPTI)*, 3(1), 52–59. <https://doi.org/10.52060/pti.v3i01.754>
- Pulungan, H. R., Hasibuan, N. S., Harahap, E. M., Aritonang, D. R., Putri, M., & Adelina, P. (2023). Pelatihan Menulis Cerita Pendek kepada Nasyiatul 'aisyiyah Kota Padangsidempuan. *Jurnal Pengabdian Kolaborasi Dan Inovasi IPTEKS*, 1(2), 141–147. <https://doi.org/https://doi.org/10.59407/jpki2.v1i2.25>
- Rukayah, Rosmalah, & Lorensa, A. E. (2024). Hubungan Minat Baca Dengan Keterampilan Menulis Cerpen Siswa Kelas V SD Gugus II Kecamatan Kahu. *Jurnal Pendidikan & Pembelajaran Sekolah Dasar*, 3(3), 301–309. <https://doi.org/https://doi.org/10.26858/jppsd.v3i2.47651>
- Saraswati, R., & Tardini, W. (2022). Kemampuan Menulis Cerpen Siswa Kelas V Sekolah Dasar Dengan Menggunakan Media Gambar Seri Di Sekolah Dasar. *Jurnal Cakrawala Pendas*, 8(3), 870–876. <https://doi.org/http://dx.doi.org/10.31949/jcp.v8i2.2669>
- Susanto, A. (2016). *Teori Belajar dan Pembelajaran di Sekolah Dasar*. Kencana.
- Susilawati, Riana, L., Aini, M., Islami, M. H., Syahidu, N., Yadi, Z., & Patoni, M. R. (2024). Dampak Meningkatkan Keterampilan Berbahasa Terhadap Pembiasaan Bahasa Indonesia Siswa di Lingkungan Sekolah SMPN 1 Sakra. *Journal of Education & Islamic Research*, 2(1), 1–11. <https://doi.org/https://doi.org/10.5281/41qdx433>
- Sutejo, & Kasnadi. (2016). *Menulis Kreatif Kiat Cepat Menulis Puisi Dan Cerpen* (A. W. T. Pramudita (ed.)). Terkata.
- Syarif, G. D. A. (2023). Analisis Struktur Cerita Pendek Karya Siswa Kelas IX. *JGI : Jurnal Guru Indonesia*, 3(2). <https://doi.org/10.51817/jgi.v3i2.224>