

**IMPROVING THE INDONESIAN LANGUAGE SKILLS BY FOSTERING THE  
READING INTEREST OF 1<sup>ST</sup> GRADE STUDENTS**

**Sumiati<sup>1</sup>, Puji Astuti<sup>2</sup>**

SDN Citalahab 3<sup>1</sup>, SDN Pandeglang 8<sup>2</sup>

sumiati.hj.1964@gmail.com

<b>Article Info</b>	<b>Abstract</b>
<p><b>History:</b> Submitted August 8<sup>th</sup>, 2021</p> <p>Revised August 9<sup>th</sup>, 2021</p> <p>Accepted September 10<sup>th</sup>, 2021</p>	<p>Language skills are one of the keys to success in improving learning as a means to preparing oneself to enter the world of information. But in reality, there are obstacles that make language learning become less optimal at school. The lack of time to learn Indonesian at school makes students less able to understand the material presented by the teacher and the time used by the teacher to explain the material, so the students' learning activities become passive and not creative. With these conditions, it is expected that teachers will prepare more interesting teaching materials, which can stimulate student learning activities so the learning can be more fun. Indonesian Language learning is the learning that emphasizes language skills as a means to learn science. Reading is one form of obtaining scientific information, so it is necessary to deepen understanding of the language. Therefore, it is necessary to use the best possible learning time allocation to encourage students to understand a reading. However, students' low interest in reading makes it difficult to be implemented. This can be seen from the analysis results of their reading interest that only reached the average of 63.4%. After conducting the research in cycles I and II, there began to be a change in the increase of students' reading motivation, this was obtained from the reflection results every time the research was done which averaged by 81.4%, which indicates an increase of 18%.</p> <p><b>Keywords:</b> Reading Interest; Indonesian Language Skills</p>

### A. Introduction

The development of language skills is one of the success keys of improving subjects and as a provision to enter the world of information. According to Vanadya, et al (2021) Language skills include a person's way of communicating both orally and in writing. In communication, there is an idea conveyed by the speaker to the listener. So language skills are no longer only to be known but to be mastered by students (Nur Azmi; 2021). Language activities are activities that can never be separated from human life. As Wendra's opinion in (NLS Ernawati and IW Rasna; 2020) argues that language activity is an activity to convey information to others. With the importance of developing language skills, it is important to optimize the allocated time for Indonesian language subjects in elementary schools.

The concept of Indonesian Language material skills can be seen from two things, the integration between language material and language learning itself and the integration between language learning and other subjects learning materials. Other changes are not only seen in the communicative approach that emphasizes student-centered learning but learning resources, the amount of time allocation, and evaluation activities that will provide flexibility for teachers in preparing the

learning programs. This is supported by language skills. According to Wienke DP and U Maspuroh (2019) Language skills can only be achieved or acquired through practice and a lot of exercises.

Indonesian Language subjects also appear in the objectives of learning Bahasa, improving students' language skills in communicating using good and correct Bahasa in accordance with the rules of Enhanced Spelling (EYD). In developing the basic skills when using language is being able to be skilled in language and developing knowledge. As stated by A. Maharani (2020) Language can be used in the process of thinking, listening, speaking, reading, and writing. And strengthened by the opinion of Suyadi, et al (2020) that Indonesian language lessons provide a strong basic ability for students to be able to use language as a communication tool both oral and written and be able to appreciate literature by broadening horizons, increasing knowledge, and language skills.

The field of study of the Indonesian Language should have complex components such as in language, namely pronunciation, spelling, knowing punctuation, structure, vocabulary, a paragraph, and discourse. UnFor the understanding, namely being able to read, listen, and use spoken and written

language. Agree with what stated by Salsa B and Afnita (2020) Good reading skills can help students in finding ideas, content, main ideas contained in a writing, so the students understand the meaning of a reading. However, from what the author has experienced so far, with the learning that is only dominated by teachers in the learning activities or teachers only lecturing every time they teach, students feel bored and affect their interest in learning.

The learning activities conducted by teachers so far have been used up only for lectures, it is better if there is students' involvement so the learning becomes active and creative. For this reason, a teacher needs to prepare interesting teaching and learning activities, so they can stimulate students' learning motivation and be fun for students. Through such a learning process, it is expected that the learning process will be more meaningful and varied so students are more enthusiastic about learning. As the opinion of Peni Rahayu, et al (2020) Reading is a developmental process like the other three language skills. From this opinion, reading takes time to better master and understands the reading, so the students can have experience and continuous exercises in the form of creativity from the teachers.

The results of the research released by PIRLS (Progress in International Reading

Literacy Study) which is under the coordination of IEA (The International Association for The Evaluation Achievement), in 2011 showed that students in elementary schools had low reading skills, which was below the international average (Akbar, 2017) in the journal of Asep Muhyidin, et al (2018). Because reading is the main key in learning, the most important thing is how to make reading and writing becomes a penchant. As expressed by Yurni Karim (2014) that the learning activities by students cannot be separated from the reading activities. The need to improve reading culture is by learning something in reading will be more meaningful because it is the result of their experience rather than just listening. As stated by T. Wulandari and Haryadi (2020) that reading is one of the literacy parts that is important in life. The high mastery in literacy will make a nation more advanced than a nation with low literacy mastery.

Reading is one of the active language skills (receptive). An active receptive reading activity is seen as a process that involves various components, including Sensing Ability, Language Knowledge, Earthly, and Affective Aspects. The existence of bonds from the various components makes the reading learning should be conducted comprehensively by noticing the condition of

the components. Based on the research results conducted in various formal and non-formal educational institutions regarding the reading activities conducted by students.

Mastery of language can be a reference in understanding or studying a field of science studied. For this reason, good language skills are one of the requirements for students to master that material. Therefore, teachers need to improve the students' ability to have the ability to listen, write, and speak. As stated by Alemina (2020) the teacher's ability to apply the reading method is one indicator of the teachers' professional competence. From this opinion, Indonesian Language learning should have an extra time allocation because it has a very important role in obtaining information.

According to R. Sinaga (2017) in the learning process, students not only act as lesson recipients through the teacher's verbal explanations, but they play a role in discovering the core of the material subject.. The student's ability to read is a basis for being able to study harder so it enables students to have an interest in reading from themselves.

Reading activities are part of human activities as an effort to develop their abilities. When someone is skilled in reading, that person can gain knowledge, experience,

form understanding, have the ability to think and imagine, so that person can have a good attitude towards himself, society, and the state. In this case, students are asked to be able to learn to read as often as possible, by often and having a lot of reading is expected to increase a great interest in reading activities. The students' reading ability should focus on efforts to increase students' reading interest so the students can change their way of learning from "learning to read" then slowly to "reading to learn". With this learning, it is expected that 1<sup>st</sup> grade students will be able to master the language skills or reading. In fact, the 1<sup>st</sup> grade students are still not able to master the reading skills because of the low reading interest. This has an impact on the learning achievement of language skills.

Interest is an impulse of the soul to do something active and used to receive influences from outside of the students. Interest is permanent and as an intrinsic motivation. In accordance with this, it can be concluded that a child's interest will greatly affect the teaching and learning process, especially when conducting the process of learning to read because basically, the child has a self-concept and self-ability in managing information. For this reason, as a teacher, they have a duty to foster their interest in reading by providing extrinsic

motivation (influences from outside of the students). Provide the extrinsic motivation to help 1<sup>st</sup> grade students to have an interest in reading. This agrees with the opinion Imayatuddina, et al (2019) that in the learning process, the teacher acts as a learning director, facilitator, and learning motivator.

Kasiyun S (2015) Interest in reading is an important key for the progress of a nation because mastery of science and technology can only be achieved with a high interest in reading, not listening activities. An interest in reading activities requires a step process that should be conducted by the teacher, this is intended to further optimize the students' ability to understand the content of reading.

## B. Research Methodology

According to Suharsimi Arikonto (2016) limiting the research subjects as objects, things, or people where the data for the research variables are attached and in question. The subjects in this research were 37 students of 1<sup>st</sup> grade who were involved in teaching and learning interactions in the classroom. The location where the process of learning interaction occurs is at SDN Citalahab 3, Banjar District, Pandeglang Regency.

This research uses an action research method based on a Qualitative Naturalistic

Asrianti (2020) learning interest is strongly influenced by learning innovation. For this reason, there is a need for encouragement that can make students want to read, one of which is the learning that can foster reading interest. Euis, Ishak & Iqbal (2018) Giving instructions, models, support, and ongoing close relationships from the teacher psychologically will make students learn without pressure. The readings used are adjusted to the level of understanding and psychology of students. This is important to be done so the students have their own sense of desire in reading. With this encouragement, it is expected that the students will be able to read correctly.

approach. This approach views that the result of the research has multiple dimensions, intact, and unified. Based on this, it is impossible for research to be compiled or designed in detail and fixed beforehand. The research design used is always evolving along with the research process. The researcher and the object under research are interconnected in interaction, where the research process is conducted from the outside and within by involving various judgments.

In research activities, the researchers cannot be separated from the subjectivity element because they want to get the authentic data. Thus, this research does not use standard research tools. With research conducted in the classroom, it expected that can motivate teachers so they have self-awareness by doing self-reflection and self-criticism when the learning occurs. This classroom action research is based on situational principles related to the field situation which in this case is the classroom atmosphere. Class situations where the atmosphere is reasonable like the real conditions, then the action of the research to be carried out comes from the real information. Based on this data information, then it is used as a basic material of reflection in planning the research actions to be carried out.

This research uses the type of participant research which is carried out in two cycles and pre-cycles. In accordance with the theory of classroom action research, activities are carried out in several cycles, not just one cycle. From the research results in cycle I, it was found that improvements need to be made, so the action that needs to be taken is to make improvements with the next action. The cycle activity is conducted until it reaches the expected change or a maximum of three cycles. This is a

benchmark in this research that success or not is conducted in three cycles. In the planning, Kemmis and McTaggart in (Trianto. 2011:31) use a self-reflection spiral system that starts with planning, acting, observing, and reflecting. Karlina H (2017) In essence, action research is carried out with the aim of improving the quality of the process and learning outcomes.

After conducting the research activities and as a benchmark for the success of a research, it is necessary to have a scientific data source. The data sources in this research were obtained from the results of students' test activities and the observation sheets of students' learning activity. After the required data is obtained, the next step is to process the data. The data collection technique used in this research is the assessment instrument.

The test given is in the form of a written test (test sheet), with the aim of knowing the students' learning outcomes. A test is a tool that is systematically and objectively arranged that is used to obtain the desired data or information on a person in an appropriate way.

Besides to making assessments with tests, the researchers also make observations is a technique that applied by means of a careful observation by taking systematic notes. The observations conducted are the direct observations towards students by

looking at their behavior. In short, observation can be interpreted as an activity to observe or pay attention to the behavior of a person or group. The observation used by the observer in this research was the closed observation, which means that the researchers used a sheet format in observing the activities of the learning process during the research. In other words, the researchers have provided a format that contains what things will be observed.

From the results of data test collection and observation results, next analyzing the data obtained descriptive-qualitatively based on the observation results on the students' reading interest and learning outcomes by reducing or checking and re-noting the results of the data that has been collected. As for checking the validity is refer to Moleong

in Hamdan HB and Dessy NA (2018) Techniques for checking the validity of the data are credibility, transferability, dependability, and confirmability. Interpreting the research results are manifested in the form of a statement. The inference is done by concluding a research activity whether in the learning there has been improvement in students' reading interest and learning outcomes or not. The next stage is to formulate improvement steps to be carried out in the next cycle or the implementation of research in the field after the cycle activity is successful based on the predetermined level of students' ability. Drawing a conclusion is obtained from the results of the observation analysis that in accordance with the purpose of this research.

### C. Result and Discussion

According to Asep Muhyidin, et al (2018) Beginning reading skills for lower grades students are useful for having the ability of speaking and understanding writing with reasonable intonation, as a basic capital for being able to reading in advanced level. Based on the opinion above, the researchers reviewed the students' learning outcomes at the end of learning (pre-cycle). That assessment results become a reference for further research activities.

In the initial conditions of daily tests that have been conducted in the pre-cycle, it shows that there are still many students' learning outcomes that have low scores (less than 30). From the learning evaluation results obtained the average score of 40, it can be concluded that students' interest in reading is very low.

Based on the observation results of the cycle I showed that the motivation (interest) of students in the evaluation was quite good

up to reach an average of 79.60%. At the end of the activity, the teacher and students provide several conclusions of the activity and provide the assessment of the student's activities during the activity and provide improvements to the next activity.

The results of observations showed the average of students' achievement has increased by 11% compared to cycle I or the previous cycle. The learning outcomes obtained by students in cycle II experienced have a positive impact on students' learning outcomes.

**Table 1. Recapitulation of Students' Learning Achievements**

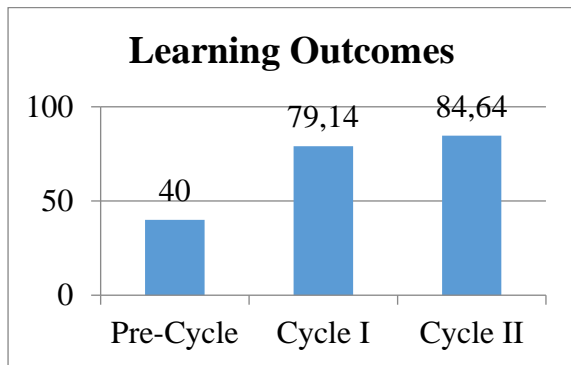
No.	Name	Pre-Cycle	Cycle I	Cycle II
1	Denis Setiawan	37	60	75
2	Yanti	38	63	75
3	M. Musapakul Fikri	38	90	97
4	Siti Ela Nurlela	43	83	85
5	Qurotul Aini	52	95	98
6	M. Refan Wijaya	48	95	98
7	Moh Alif Nugraha	33	72	75
8	Kiki Jakiah	38	85	85
9	M. Nazim Haqoni	37	82	82
10	M. Alfahri P	48	95	95
11	Adriansyah M	38	95	95
12	Bagas Mahesa A	37	77	75
13	M. Irfan	33	70	75
14	Moh. Rido M	33	63	75
15	Ahmad Zaki Zidan	33	80	80
16	Indah Permatasari	30	80	80
17	Rizki Pratama	30	95	95

a very significant improvement. The regularity created by the teacher in this learning produce positive results in the form of improvement in the learning outcomes from cycle I to cycle II.

The students' learning outcomes showed that there was an increase that can be seen from the learning evaluation results of 5.5% in cycle I. This increase in learning outcomes indicates that there are improvements in the learning process that

18	M. Rafka	33	95	95
19	Raudatul Jannah	40	80	95
20	Salwa Nuzula	55	80	95
21	Naqiyatu Sariroh	45	70	95
22	Anggraeni Vinesa	35	73	95
23	Napisatu Sa'diyah	43	80	80
24	Ahmad Arya D	45	95	95
25	Tb. Moh Deni S	43	60	60
26	Moh. Alfajri	38	73	70
27	Nesya Aurel R	35	73	60
28	Faiz Alkarni	42	80	80
29	Siti Masitoh	50	73	95
30	Rika Puspitasari	45	80	95
31	Aditya	40	80	90
32	M. Fajri M	43	67	95
33	Dina Jamila	42	70	70
34	Fahat Nagara	32	80	90
35	Moh Rehan	33	73	65
	<b>Total</b>	<b>1388</b>	<b>2763</b>	<b>2960</b>
	<b>Average</b>	<b>40</b>	<b>79</b>	<b>84,6</b>
	<b>Percentage</b>	<b>40%</b>	<b>79%</b>	<b>84,6%</b>





**Picture 1. Recapitulation of Students' Learning outcomes**

From the activity results of the pre-cycle learning evaluation obtained an average of 40, it can be concluded that students' reading interest is very low than expected. In cycle I activities, students get an average of 79, it can be concluded that by fostering the interest in reading, students are results before the implementation of this class action reached an average of 40%, but after cycle I and cycle II the average score reached 81.4%, which means there was an increase of 41.4% compared to before the research. The students' learning achievement

able to further improve Indonesian language skills. Based on these data, it can be seen that there is an increase in students' learning outcomes in cycle II of 5.54% compared to cycle I. The increase in learning outcomes indicates that there has been an improvement in the learning process, so it has a positive impact on students' learning outcomes.

Based on research activities that analyze learning outcomes and the learning process done by students, it shows that there are better changes towards the learning process and learning outcomes. The learning

before conducting the research has obtained an average of 40%, while after the implementation of cycle I and cycle II, it reached an average of 84.60%, so there was an increase of 44.60% on students' learning outcomes

#### **D. Conclusion**

Based on the research and discussion previously presented, it can be concluded that the results of the learning process before the growth of interest in reading reached an average of 63.40%. After having the interest in reading in cycle I and cycle II, the

comparison reflection reached an average of 81.40%, which means that there is an increase of 18%. The learning outcomes before the cycle I and II got an average of 79.10%. After the cycle I and II, the comparison reflection reached an average of

84.60% which means that there is an increase of 5.50%. So, fostering the reading interest can improve the Indonesian language skills of 1<sup>st</sup> grade students at SDN Citalahab 3.

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