Analysis of Reading Interest of High Class Elementary School Students

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Abstract

Reading is the key to student learning success in school. The higher students' reading interest not only increases students' knowledge, but also improves student learning outcomes. This study aims to describe the reading interest of high school students in elementary school. This type of research is descriptive qualitative research. The data sources in this study were one homeroom teacher for class V and four students for class V. The data collection techniques in this study used interview, observation, and documentation techniques. The validity of this research data using triangulation techniques, sources and time. Data analysis used the Milles and Huberman model with three stages, namely data reduction, data presentation and conclusion drawing. This research was developed into 5 sub-indicators consisting of frequent reading, reading time, reading varied readings, reading readings that are considered important and looking for reading materials themselves. The results of the study concluded that the reading interest of high-grade students at the State Elementary School 03 Minas has begun to be seen, although it has not been achieved optimally. Because there are still students who have not shown the same interest in reading.

I. Introduction

Education is a process of conscious and deliberate efforts to increase the value of a person's behavior or society, from certain circumstances to a better state. According toShah (2017)Education as a human resource development institution that plays a role in the formation of students so that they become national assets that are expected to become productive/productive human beings.According to Multyaningsih (2018)the success of the learning process is more emphasized on improvement by optimizing the learning process itself, especially its efficiency, effectiveness, and productivity in achieving learning objectives.

The success and improvement of the quality of education into goals and ideals or goals to be achieved must be stated clearly, so that all implementation and targets of education understand or know a process of activities such as education, as stated in Law Number 20 of 2003 Article 3 concerning the education system. national education, it is clearly stated that the objectives of national education are:

National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, which aims to develop the potential to become human beings who believe and fear God Almighty, have

noble character, are healthy, capable, creative, independent and become citizens. democratic and responsible. Education has a very strategic role in determining the direction of the forthcoming of the nation's quality of community knowledge (Musdiani, 2019).

This fact cannot be denied in the current era of information technology, reading activities tend to be ignored by students. According to Setyowati (2020) this is because basically lack of interest in reading, so this reading activity becomes boring. Elementary school students will prefer to play games than reading, even more so reading textbooks that emphasize mastery of as much material / subject matter as possible. Reading is a skill that must be mastered, especially for elementary school students in understanding the learning process because by reading the process of getting information can be well formed (Dafit, 2021).

Interest in reading byDalman (2018) is an activity carried out with full diligence in order to build a pattern of communication with oneself to find the meaning of writing and find information to develop intellectually which is carried out with full awareness and feelings of pleasure arising from directed behavior to carry out reading activities as a strong level of pleasure. Here reading interest can be interpreted as a person's strong desire to read. Therefore, the higher a person's reading interest, the stronger his desire to read (Susiati et al., 2018).

One of the main activities in the teaching and learning process in schools is reading. According toTarigan (in Hendriyani, 2017)The habit of reading books by students is largely determined by the students' interest in the reading activity. Thus it can be seen that interest becomes a motivator to carry out an activity such as reading. Reading is the key to student learning success in school. According to Susiati et al. (2018) Reading ability and high reading interest are the basic capital for student success in various subjects. Reading is a process that is carried out and used by readers to get the message to be conveyed by the author through the medium of words/written language. In this case, reading is an attempt to explore the meaning in writing.

At school reading activities are not only carried out during the teaching and learning process. Students' reading activities at school can also be carried out in the school library during recess and free hours. In addition, reading activities can also be done by students after school. They can do reading activities at home with parental guidance (Sarkiyah, 2016). For this reason, reading activities should continue to be developed and can be done anywhere and anytime, especially for elementary school students. The elementary school level is an important period in the growth and development of children. At this age, the right time to instill good habits in children. If instilled early on, these good habits will stick with children until adulthood (Kurniawan, 2021). However, the development of interest in reading to students today is often faced with various problems, for example, the current condition of elementary school students who tend to think of reading as boring and the problem of the availability of inadequate reading facilities.

To find out students' reading interest, the researchers conducted interviews and initial observations at SD Negeri 03 Minas. The results of initial observations, obtained information that the most dominant problem in this learning is due to the low interest in reading students. There are so many incidents that students cannot answer questions from questions that even though the answer is in a book. This happens because students do not read the books provided. According to the homeroom teacher of class V, the low interest in reading for Class V students at SD Negeri 03 Minas is thought to be because students only read at school. After school, students are not accustomed to repeating lessons. The low participation of parents in supporting students to read causes students to be lazy and less interested in reading. Whereas, If teachers and parents work together to support students to read more, it is certain that

learning problems will be overcome. Apart from the initial interviews conducted with the homeroom teacher, observations were also carried out. The initial observation activity showed that students' reading interest was still low. This is evidenced by the empty library during recess. In addition, during learning, when the teacher asked students to read a book, there were still many students who were reluctant to read and chose to chat. This is evidenced by the empty library during recess. In addition, during learning, when the teacher asked students to read a book, there were still many students who were reluctant to read and chose to chat. This is evidenced by the empty library during recess. In addition, during learning, when the teacher asked students to read a book, there were still many students who were reluctant to read and chose to chat.

Findings from interviews and observations that show the low interest in reading in fifth grade students at SD Negeri 03 Minas, are supported by UNESCO's statement that Indonesia ranks second from the bottom in terms of world literacy, meaning that reading interest is very low. According to UNESCO data, the reading interest of the Indonesian people is very concerning, only 0.001%. This means that out of 1,000 Indonesians, only 1 person is an avid reader (Reynaldi, 2022). This decrease in interest in reading has implications for a decrease in understanding in a scientific reading. This is because the form of reading obtained on a gadget is light reading which tends to be relaxed. Meanwhile, reading that is scientific in nature, such as lecture material, is low (Mustika, 2021).

Concern about the low reading culture due to the impact of the development of the technological era does not seem excessive considering the easier and cheaper facilities offered by the sophistication of the internet to fuse the boundaries of space and time enabling the acquisition of information through multiple representations. However, the trend that occurs as a result of the open access to information actually increases curiosity and interest in reading.

This problem in reading interest is in line with the research problem conducted by Puspasari (2021) which states that the problem faced at SDN 006 Simpang Perak Jaya in the GLS is the low interest in reading in students. The time is too short only 15 minutes. Then the large number of students in one class sometimes makes students less controlled by the teacher and the rotation of book exchanges with the RAPP factory which is not scheduled every year sometimes makes students feel bored with the same books. Then, in line with the research problems carried out,by Rachman et al., (2018) related to reading interest in elementary school students is still low. This is a challenge for teachers and parents to bring children closer to reading material, because reading interest cannot come naturally to children. Also added from the research results Utami et al., (2018) which states that to develop students' interest in reading requires efforts such as, fostering a sense of pleasure in reading, so that reading activities are not just an obligation but a hobby for students and provide students with an understanding that reading is very important. Based on the problems above, the purpose of this research is to describe the reading interest of high grade students at the State Elementary School 03 Minas.

II. Research Methods

The research method used is descriptive qualitative. This research was conducted at the State Elementary School 03 Minas which is located at Jl. Yos Sudarso Km. 35, West Minas, Kec. Minas, Kab. Siak, Prov. Riau. The data sources in this study consisted of 1 homeroom teacher for fifth grade and four fifth grade students at State Elementary School 03 Minas. Data collection techniques used in the form of observation, interviews and documentation with research instruments are the researchers themselves. However, in collecting data, researchers still need guidelines in the form of observation sheets, interview sheets and document review. The researcher's observation sheet was used to obtain data related to the

reading interest of high-class students at the State Elementary School 03 Minas. The interview sheet, the researcher used as an interview guide when conducting interviews with data sources. Document review researchers used to collect data from documents related to this research such as student books and student reading books. Each research instrument is designed using research indicators. Here, the researchers present a grid of the research instruments used.

Table 1. Grid of Research Instruments

No	Indicator	Sub Indicator
1.	Frequency and quantity of reading	a. Read often b. Reading time
2.	Quantity of reading sources	a. Read a variety of readings b. Read the readings that are considered important
3.	Desire to find own reading material	a. Find your own reading material

The validity of the data in this study used triangulation of techniques, sources and time.The data analysis technique in this study uses the Milles and Huberman model with stages, namely data reduction, data presentation and conclusion drawing(Sugiyono 2017), (Mustika, 2021). At the data reduction stage, the researcher summarizes the data that the researcher gets, such as data from observations, interviews and documentation. After the data is reduced, the next step is the presentation of the data. In this study, the data is presented in the form of a description. Then the last one is drawing conclusions.

III. Discussion

Based on the results of the study, it was found that the reading interest of the fifth grade students at the State Elementary School 03 Minas had begun to be seen. Although not implemented optimally. Because, there are still students who have not shown the same interest in reading. This can be seen from the 3 indicators in this study which were developed into 5 sub indicators, namely frequent reading, reading time, reading varied readings, reading books that are considered important and looking for reading books themselves. The following is a more detailed explanation regarding the reading interest of high-grade students at the State Elementary School 03 Minas.

3.1 Frequent Reading
Based on the results of the research conducted, it was found that the fifth grade students at the State Elementary School 03 Minas as a whole had read quite often at school. Students read at school during the learning process such as at the beginning of learning and during the learning process as well as when students have free time, namely during breaks. Based on the results of an interview with the homeroom teacher of class V, he stated that students usually read at school. Both during class hours, such as at the beginning of learning and during the learning process. The following is a picture of students when reading in class, namely at the beginning of learning and during the learning process.

Figure 1. Students Read at the Beginning of Learning and during the Learning Process

Based on Figure 1. It can be seen that students have carried out reading activities at the beginning of learning and during the learning process. At the beginning of the lesson the teacher first asked the students to read the text in the student book. Not only that, during the learning process there is a reading text, then the teacher asks students to read the text. In line with the opinion of the Ministry of Education and Culture (in Safitri, 2021) which states that the habituation stage is a reading activity 15 minutes before learning begins, namely reading at the beginning of learning.

Then the high grade students at State Elementary School 03 Minas not only read in class, but students read when students have free time, namely during recess. Students during break time reading in the library. Because in the library there are many reading books that can be read by students. This is in accordance with the results of interviews with fifth grade students who stated that students often read books at the beginning of learning, and when students have free time such as when there is no teacher and during breaks. In line with the observations made by the researchers, it appears that students often read books at school, at the beginning of learning and during breaks in the school library. From 5 meetings, the researcher saw that 3 times the students went to visit the library during break time.

Figure 2. Students Reading Books in the Library During Break Time

Based on Figure 2. During break time, the library at the State Elementary School 03 Minas is quite crowded with students who want to read various types of reading books. Students choose their own reading books available in the library and then read the book together with their friends. According to Novriliam (2012) the library is a place where library materials are stored and the school library is a facility and infrastructure that is expected to

support the teaching and learning process in schools so as to encourage the realization of the quality of Indonesian education which plays an important role in the intellectual life of the nation. According to Yusuf (2015) school libraries have benefits such as stimulating reading interest in both teachers and students, being the closest source of literature,

3.2 Reading Time

Based on the results of the research conducted, it was found that the reading time of the fifth grade students at the State Elementary School 03 Minas as a whole was at the beginning of the student's learning an average of 10 minutes. During the learning process students will spend about 30 minutes reading and during break time students spend about 10 minutes reading books. Based on the results of the interview with the homeroom teacher of class V, he stated that the reading quantity of class V students is carried out on average for 30 minutes every day. The teacher asks students to read at the beginning of each lesson for about 15 minutes and during the learning process the teacher also often asks students to read the text for about 15 minutes and when students have free time, such as during break time students also often read to the library for about 10 minutes. So the average student reading time every day is only about 40 minutes at school. In line with the results of interviews with fifth grade students, students stated that students spend 20-55 minutes reading at school every day. Based on the results of observations that have been made, the time students spend reading at the beginning of learning is about 15-10 minutes. And during recess, students spend 10 minutes reading. In line with the results of research conducted by Rahayu (2016) regarding the intensity of reading, most students carry out reading activities three times a week and students spend 15-30 minutes reading. Then Ilmi (2021) states that students' reading time is in accordance with literacy activities at stage 1, namely habituation by reading textbooks or non-lessons 15 minutes before learning begins by covering reading aloud and reading silently. The teacher's role in instilling interest in reading is very important. Interest in reading must be trained continuously and gradually. The habit of reading for 15 minutes every day can foster students' interest in reading. The teacher as a motivator becomes an encouragement for students to love reading (Berliana, 2019). The habit of reading for 15 minutes every day can foster students' interest in reading.

3.3 Reading a Variety of Readings

Based on the results of the study, it was found that the fifth grade students of the State Elementary School 03 Minas overall read a variety of readings, both texts in the theme books and story books in the library. Based on the results of the interview with the homeroom teacher of class V, he stated that students like to read a variety of books. The books that students like are story books about children such as deer and comics that have interesting pictures. The teacher also stated that books that are less liked by students are like books without pictures. In line with the results of interviews with fifth grade students, students also stated that students enjoyed reading varied and illustrated books. Examples of books that are favored by one of the students with the initial AD are comics, folk tales such as those in the theme book. However, there is a book that is less popular with AD, namely books that have a lot of writing and do not have pictures. Based on the results of observations that have been made, students read a variety of readings, both story texts in student textbooks and story books read by students in the library. The following are some descriptions of reading books read by fifth grade students at State Elementary School 03 Minas.

Figure 3. *Reading Books Read by Class V. Students*

Based on Figure 3. It can be seen that students read a variety of reading books. Students not only read the text of the story in the theme book, but students also read a variety of reading books such as a collection of selected fairy tales and Papuan folk tales. This is in line with the opinion of Idris & Ramdani (2015) which states that variations in types of books can affect students' reading interest. If the book contains interesting pictures and colors, students will have an interest in the book, for example, fairy tales and fables. In a school environment, there should be interesting and complete books that are tailored to the interests of students' needs. Then according to the results of research conducted by Hariandi (2020) that a collection of varied reading books such as special comic books for children, story books both fairy tales and legends, and textbooks certainly makes students not bored to read.

3.4 Reading Books that are Considered Important

Based on the results of the study, it was found that the fifth grade students of the State Elementary School 03 Minas as a whole did not only read books that were considered important by students. Students also read books that attract students' attention, such as story books that have pictures. Based on the results of the interview with the homeroom teacher of class V, he stated that students do not only read books that are considered important by students, students also read other books. Like a book that attracts students' attention, for example, a book with pictures, students will enjoy reading it. In line with the results of interviews with fifth grade students, students stated that students not only read books that were considered important by students, but students read books that attracted students' attention such as illustrated story books. Based on the results of observations, Students do not only read books that are considered important by students. Students also read books that attract students' attention, such as story books that have pictures. Interesting books will respond to students' curiosity to open or read what interests them (Dalman, 2017). Because basically the level of nature of elementary school students is still in the feeling that it is very easy to get bored with something, so students need a lot of new reference books every week, not only story books but also books about lessons.. This is in line with the opinion of Siswati (2010) which states that students tend to read because they are interested in information that is considered interesting and will spontaneously pay attention. Then Fahyuni (2017) stated that elementary school students aged 6-12 years were generally more interested in reading books with interesting, colorful pictures. Picture story books are the most popular books. Children's response is greater to the type of book with an attractive appearance. This study

found that the presentation of an interesting book, dense reading text, contains real pictures, is close to the real life of the child, and can cause a better response than a book that only contains writing Maharani (2017).

3.5 Finding Books to Read by Yourself

Based on the results of the study, it was found that overall students had the desire to find their own reading books. Students look for reading books in the library and there are also students who buy books in the market to read at home. Based on the results of the interview with the homeroom teacher of class V, he stated that students like to read books given by the teacher such as theme books because there are many stories in the theme book. In addition, students also like to find their own reading books such as in the library. Because the library provides various kinds of reading books or story books that can be borrowed or read by students every day. The following is an illustration when students look for reading books in the library.

Figure 4. Students Looking for Books in the Library

Based on Figure 4. It can be seen that students are quite busy looking for reading materials in the library. Students look for reading books that suit students' tastes. After finding the book they want to read, the students then find a seat and then read the book the students chose to read that day. In line with the results of interviews with students, students stated that students looked for reading books on their own such as looking for books in the library, and buying reading books at the market. As the result of an interview with one of the students with the initials FA, the FA stated that the FA obtained reading books in the library and in the market. FA once bought reading books in the market to read at home. examples of books that have been purchased by the FA is a story book about the story of the apostles and a story book about snow white. Based on the observations made by the researchers for 5 meetings, it was found that students during break time from 5 days of observation that the researchers did 3 times the students went to the library to look for books and read books in the library. In the 2 meetings that the researchers conducted, the researchers saw that the students did not go to the library, but the students continued to read the texts in the students' books during the learning process. Libraries are very important at the elementary level because at that time students can get used to being creative in finding various sources of information. Students who are happy and often use the library as a provider of information and knowledge services, will be helped in realizing their achievements and goals. This is in line with the results of research conducted by Kuntarto (2017) which states that if student interest is high, the student will always do reading activities and the student will try to find varied sources of reading on his own. Interest is characterized by liking and being related to a

thing or activity without anyone telling. That is, there must be a willingness from someone to do something they like (Dafit, 2020).

In general, the results of this study are in line with the results of previous studies such as the results of research conducted by Hariandi (2020) which states that there is a 15-minute reading activity before learning begins, there is a varied collection of books, reading activities are carried out every day and literacy movement activities in schools can fostering students' reading enthusiasm which is decreasing day by day due to the influence of gadgets and the environment of students who are less concerned about the importance of reading. Then, the results of research conducted by Rachman (2017) showed that the reading interest of grade 2 students at the Anyelir 1 Depok Baru State Elementary School was not optimal, this can be seen from the results of a survey conducted to all grade 2 students which showed that overall not more than 55% of students who do reading activities in their spare time. Reading activities in their spare time are also not automatically carried out by students and are not a characteristic. However, 55% of students stated that reading is an activity that has been carried out for a long time. This is a challenge for teachers and parents to bring children closer to reading material, because reading interest cannot come naturally to children. The results of further research, namely Rahayu (2016). Based on the results of the study, it can be seen that for the aspect of reading pleasure, students in the library/reading park stated that they felt happy when they found the book they wanted to read; The aspect of students' reading intensity shows that students do reading activities more than 3 times a week and students use time to read in a day for more than fifteen minutes. The number of books that students read in one week is less than three books and reading magazines among the reading sources obtained by students comes from the library; The frequency aspect of visiting the library/reading park in a week is about two (2) times; Aspects of the frequency of reading students read books that students do every day and about the types of reading materials that students like in general, story books and other types of fiction books.

The research conducted by the researcher has advantages over previous studies, the advantage of this research is that the researcher examines the reading interest of high-grade students from 3 indicators that were developed into 5 sub-indicators, namely reading often, reading time, reading varied readings, reading what is considered important and find reading material on their own. However, basically this research has research limitations, namely this study only examines the reading interest of high-class students in only one class, namely class V at the State Elementary School 03 Minas. Therefore, it is hoped that this research can be used as a guide for further research to conducted research by adding many samples, especially regarding the reading interest of high-class students.

IV. Conclusion

Based on the results of the research and discussion, it can be concluded that the reading interest of high-class students at the State Elementary School 03 Minas has begun to be seen, although it has not been achieved optimally. Because, there are still students who have not shown the same interest in reading. The indicators in this study were developed into 5 sub-indicators, namely frequent reading, reading time, reading varied readings, reading readings that are considered important and looking for reading materials themselves.

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