



Analysis of Teachers' Efforts to Improve Elementary School Students' Reading Comprehension Ability in Indonesian Language Learning

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Abstract

The large number of students who experience difficulties in understanding reading texts reflects challenges in education that require more attention to the development of reading comprehension skills among students. Therefore, the aim of this research is to describe teachers' efforts to Improve Elementary School Students' Reading Comprehension Ability in Indonesian Language Learning. The research method used is a qualitative method with the type of research used is a case study. The informants in this research were 2 grade 5 (fifth) elementary school teachers and grade 5 (fifth) elementary school students who were selected based on purposive sampling technique. Data collection techniques were carried out using interviews, observation and documentation. The data obtained was then analyzed using the Miles and Huberman model, namely with the stages of data reduction, data presentation, and drawing conclusion. To ensure the validity of the data, this research uses data triangulation techniques. The study's findings indicate that teachers can assist students in grade 5 in primary school improve their reading comprehension skills by using books to teach additional literacy within the first 10 minutes before learning begins.

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INTRODUCTION

Education is one of the pillars in increasing the community development index (Safrizal et al., 2022). Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence (Anastasha, 2020). According to Sahira et al. (2022), a person's talents and skills will be formed and felt through education. Additionally, education helps children in setting and achieving goals that

enable them to live healthy and independent lives.

Erica et al. (2019) said that education is an effort that is chosen to influence and help children with the aim of improving their knowledge, physical and morals so that they can slowly lead children to their highest goals and aspirations. This is done so that the child can have a happy life and what they do can benefit themselves, society, nation, state and religion. With education, humans can gain better knowledge and can also develop a process of changing behavior that can meet their needs and at the same time bring change for the renewal of the

nation and state(Ariyani, 2022; Permanasari & Pradana, 2021).

Indonesian language lessons are subjects that can be studied directly in everyday life(Marlina & Sholehun, 2021), and has been taught since students entered elementary school. Learning Indonesian itself has goals that are no different from other learning goals, namely to acquire knowledge, skills, creativity and attitudes. Language skills in the school curriculum include four aspects, namely listening skills, speaking skills, reading skills, writing skills(Ali, 2020). According to Linggasari & Rochaendi (2022), The aim of learning Indonesian is to guide students to be able to use language to learn, express ideas fluently and clearly and communicate effectively with other people (learning to use language, learning about language and learning through language).

Reading is the most important part of Indonesian language skills. Reading is the activity of pronouncing written words through eye contact. The reading process occurs when the reader connects with the text given by the writer(Sari & Kurniaman, 2019). The purpose of reading is to gain understanding of the content of the reading(Iriani, 2017). Understanding begins with the word understand which means to understand. Understanding is an attitude that reveals that the material being read is correct in accordance with the written symbols. When students are able to understand the knowledge they have read, they understand the message of the reading text so they gain new insight and knowledge(Mardiyanti et al., 2022).

Reading comprehension skills are one of the most important things in learning Indonesian Language. Reading comprehension is a reading activity that focuses on the meaning of the text content(Fitria, 2019). Reading comprehension is a multifaceted process with several components(Safitri et al., 2022). Reading comprehension aims to

search for and obtain information including the content and understanding the meaning of reading(Ariawan et al., 2018; Gae et al., 2021). This shows that the aim of learning comprehension in reading is so that students can interpret information from the results of the interpretation which must be correct and in accordance with the meaning of the words in the reading(Maulana & Akbar, 2017).

Students' ability to understand reading comprehension helps them understand and interpret entire texts, select facts and ideas and be able to make conclusions based on the information in the text. Reading comprehension involves processes such as reasoning, imagination, judgment, reflection, and problem solving. Reading comprehension is one of those talents that may be improved over time. A person will grow more adept at comprehending and communicating with language as they read more.

Based on preliminary findings from observations made in Class 5 of SDN 20 Paninjauan in Indonesian language classes, it was discovered that 1) students did not understand the content of the reading they read, had difficulty deciphering words, and did not recognize or locate the main ideas contained in the discourse; 2) students' lack of interest in reading as a result of the implementation of online learning activities and the lack of assistance from teachers and parents; and 3) students did not understand the main ideas contained in the discourse.

Based on the problems above, it is necessary to know the teacher's efforts to overcome students' low reading comprehension abilities. Therefore, the aim of this research is to describe teachers' efforts to improve the reading comprehension abilities of grade 5 students at SDN 20 Paninjauan.

RESEARCH METHODS

This research uses qualitative methods which aim to describe what happened during the research. The type of research used was a case study and was carried out at SDN 20 Paninjauan. The sampling technique used in this research was Purposive Sampling. The informants in this research were 2 grade 5 (fifth) elementary school teachers and grade 5 (fifth) students. Data collection techniques use interviews, observation and documentation.

Interviews were carried out in a structured manner, this was done to obtain data regarding the condition of students' reading skills in reading comprehension in elementary schools. In observation activities, researchers see and

observe the activities of teachers and students in interacting during the teaching and learning process in the classroom. Documentation is used to obtain student data and activities carried out by students.

In this research, the instrument used is an interview instrument, namely a list of questions that will be asked to the resource person; observation instruments, namely teacher and student activity sheets; and Documentation instruments, namely data provided by the school regarding student data. The data obtained was then analyzed using the miles and Huberman model, namely with the stages of data reduction, data presentation, and drawing conclusion. To ensure the validity of the data, researchers used data triangulation techniques.



Figure 1. model Miles and Huberman

Researchers carried out data reduction from the results of interviews, observations and documentation that had been obtained. At the data presentation stage, a comprehensive data presentation is carried out which discusses students' difficulties and the teacher's efforts in reading comprehension when learning Indonesian. Next, conclusions are drawn to answer the objectives that have been formulated.

RESULTS AND DISCUSSION

Based on research that has been carried out, the results obtained are that there are still many students who cannot comprehend reading when learning Indonesian at SDN 20 Paninjauan. The efforts applied by teachers to overcome this problem are by implementing

additional literacy using interesting book media.

Many Students Experience Difficulties Related to Reading Comprehension

According to Khasanah & Cahyani (2016), Reading comprehension is a form of reading activity with the main aim of understanding the content of the message contained in the reading. Reading comprehension places more emphasis on mastering the content of the reading, not on how beautiful, fast or slow the reading is. Sarika (2021) stated that the low reading comprehension ability of students, especially high grade students in elementary school, is inversely proportional to the expectations and level of development they should have had.

Lack of understanding of reading comprehension was one of the results found by researchers during interviews

with Indonesian language subject teachers. Most students can only read quickly, but their reading comprehension is still very poor. This is in accordance with the results of interviews which show that almost 75% of fifth grade students experience difficulties in reading comprehension. Students are very afraid of being asked by their teacher to re-explain what they have read, because they do not understand what they have read. There are many reasons why these students have difficulty understanding reading, one of them is not yet fluent in reading. Not reading fluently makes it difficult for students to understand reading. Some children can read fast, but

sometimes they still don't understand what they read.

From interviews conducted by researchers with students, it can be seen that there are students who experience difficulty in understanding reading. One of the reasons why students have difficulty understanding reading is their lack of fluency in reading. Researchers also found something similar when conducting observations. When students are asked to read the learning text in the student theme book, the students still read it haltingly. When the teacher asked students to retell the results of their reading, the students could not answer.



Figure 2. The students just kept quiet

From Figure 2 above, it is clear that the students were afraid when asked by the teacher to come forward and tell about the results of what they had read, not even a single student raised their hand and came to the front of the class to tell about the results of their reading. Even when the teacher forcibly appointed one of the students to tell the results of the reading he had read, the student remained silent and could not tell the results of his reading. Instead of telling about the results of their reading, there was only tension and anxiety shown on the students' faces when they were in front of the class.

According to Pati et al. (2022), Anxiety is a form of individual emotion related to feeling threatened by something

that causes physical or psychological disorders. Therefore, anxiety can hinder students' active participation in class, making students reluctant to talk or ask questions. When anxiety is not managed well, it can negatively impact their academic performance and hinder their personal development.

Apart from that, students' difficulties in reading comprehension have been exacerbated by the Covid-19 pandemic. Fifth grade students are victims of the impact of online learning due to Covid-19, this impact causes students to be lazy in studying and reading, and the learning they do is not optimal. Therefore, many fifth grade students do not comprehend reading well. Limited physical access to

libraries, interrupted face-to-face classes, and limited social activities have reduced students' opportunities to interact with various types of texts and practice reading with good comprehension.

Distance learning implemented during the pandemic cannot provide the individual support needed to overcome reading difficulties. Additionally, the uncertainty and stress caused by the pandemic can also affect students' ability to focus on learning.

Literacy Program as a Teacher's Effort to Improve Children's Reading Comprehension

Literacy can simply be defined as the ability to read and write, proficiency in reading and writing (Rohim & Rahmawati, 2020). However, because each individual's knowledge needs are very different, this is not that simple. Komalasari & Hasan (2021) said that reading and writing develops into the ability to read, write, speak, listen and utilize technology. Literacy is the ability to read and write, increase knowledge and skills, think critically in solving problems, and the ability to communicate effectively which can develop potential and participate in community life (Lisnawati, I dan Ertinawati, 2019). Another opinion states that literacy is a skill related to reading, writing and thinking activities that focuses on increasing the ability to understand information critically, creatively and innovatively.

One of the efforts that teachers make to overcome students' difficulties in reading comprehension is by providing additional literacy with books that are interesting for students to read. Additional literacy is a teacher's tip for overcoming the problems of students who have difficulty understanding reading. The

purpose of this additional literacy program is to help children develop their reading skills so they can comprehend the materials they read with ease. Additional literacy implementation for students is carried out for 10 minutes before learning begins. After praying, the teacher invites students to read together. After reading, the teacher will randomly appoint a student to come to the front of the class and tell the results of their reading.

Through this approach, students are not only invited to read texts with a deeper understanding, but are also given the opportunity to develop critical, analytical and creative thinking skills. By introducing students to a variety of literary genres, including fiction, non-fiction, and literary books, they can develop richer vocabularies and understand diverse social and cultural contexts. Additional literacy also encourages social interaction through book discussions, encourages problem solving, and motivates students to continue exploring the world of knowledge. Overall, this approach plays an important role in shaping students into critical and understanding readers, preparing them for the complex challenges of academics and everyday life.

By providing this additional literacy, students begin to read fluently, can understand the content of the reading, and gradually begin to have the courage to tell it. As in the interviews that have been conducted, teachers must be able to find and explain the background that causes this problem to occur. So from this, teachers can find solutions to existing problems. For this case, additional literacy activities and literacy habits are the solution to improve the reading comprehension abilities of Class V elementary school students.



Figure 3. Students are Doing Literacy in the Morning

From figure 3 above, it is clear that literacy activities are carried out routinely every morning, ten minutes before learning begins. The teacher asks students to do additional literacy to get them used to reading. Gradually, students begin to get used to reading and are able to retell the results of their reading.

Interesting Book Media for Students to Read in the Literacy Process

To implement literacy, of course teachers must provide interesting reading media for students (Mirnawati et al., 2022). Teachers are obliged to provide as interesting books as possible for students to read, for example books that are illustrated and colorful, interesting and have a short and simple storyline. By providing interesting media for student literacy, students will be happy and enjoy to read. Students who take additional literacy do not experience boredom because the books they read are very interesting. In fact, students are eager for more literacy time.

Basic literacy skills at the elementary school level are that students are able to articulate empathy for story characters and think critically to separate fact and fiction. One of the characteristics of high

school elementary school children is narrative thinking and high curiosity. Therefore, the books that are read or recited are reading books, not textbooks. For this reason, teachers provide interesting story books, of course books with pictures and colors so that students do not feel bored when reading (Novitasari & Yuberta, 2022).

Interview findings revealed that teachers frequently choose books that are as engaging as feasible for children to read. However, there are times when the teacher inserts textbooks related to the lesson at that time. Of course, the books used must comply with competency standards. The material in textbooks is an important thing that needs to be paid attention to, both in terms of structure and presentation of the material. Apart from that, the information in textbooks must be able to enhance students' cognitive and technical capabilities.

During observations, it was found that the books used and provided by the teacher were very interesting for students to read. The contents of the book contain pictures that explain the plot of the story and the reading text is not too short, so students don't feel bored when doing literacy regularly.



Figure 4. Book Media as Student Literacy

From figure 4 above, it is clear that the literacy materials created by teachers to help students become used to reading are highly creative and well-organized, increasing their enthusiasm for reading. The books used by teachers must not only be interesting for students, but must also meet standards that are suitable for students to read. With these interesting books provided, the students are very enthusiastic and can't wait for literacy to begin. Even when additional literacy time began, student participation in retelling their reading increased. This was shown by the number of students who raised their hands when asked to come forward in front of the class to retell the results of their reading.

CONCLUSIONS AND SUGGESTIONS

Based on the results and discussion presented above, it can be concluded that 1) There are still many students who experience difficulty reading comprehension. This is because there are still many students who are not yet fluent in reading; (2) The literacy program in the first 10 minutes before learning is implemented as an effort by the teacher to improve students' reading comprehension; and (3) providing interesting book media as student reading material to support the literacy process.

Based on the conclusions above, teachers need to try to find a solution to the problems they are having. To increase students' comprehension of reading, start by encouraging and motivating them to become used to reading.

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