

The Student's Reading Interest Of The Sixth Grade Student's Of Sd Negeri Lam Awee

Riski Maulana¹, Suryani¹, Putri Dini Meutia¹, Mulyani²

¹Pendidikan Bahasa Inggris, FKIP, Universitas Abulyatama, Jl. Blang Bintang Lama Km 8,5 Lampoh Keude Aceh Besar

² Pendidikan Bahasa Inggris, FKIP, Universitas Bina Bangsa Getsempena

*Email Korespondensi: hasanah_ppkn@abulyatama.ac.id

Abstract: The purpose of this study was to know the obstacles of students reading, in improving and knowing the difficulties of students at the time of reading. It was a qualitative study that uses one class to be interviewed. The population in this study was sixth grade students of SDN Lam Awee and the sample consisted of sixth grade students. The data was analyzed using technique Miles and Huberman Theory Framework. It could be concluded that first, most of the students were like to read. The finding showed that the students believed that reading can facilitate them in the learning process in order to be smarter and have more creativity and could increase their knowledge deeper and broader. Second, the primary factor that influence their reading interest was the kind of reading materials or genre of book. Third, the sources of reading materials also be the factor that influence the students' reading interest. The students mostly interesting to read manually and visit the library in order to maintain their reading activities.

Keywords : Reading Interest

The existence of covid-19 impacted the whole life and sector in every country, including Indonesia. By existing this pandemic, activities in every community in Indonesia have begun to be reduced. In this way, there is an impact in each field, including the field of education. The Ministry of Education and Culture of the Republic of Indonesia released the programs, one of them is the *Kampus Mengajar* program. *Kampus Mengajar* program class 1 which is devoted to elementary schools that have low school accreditation, one of which is SDN Lam Awee which has accreditation B.

English is taught in schools as one of the obligatory subject but not does not play an essential role in community (social life). In order to understand them, being able to read in English becomes an essential thing for everyone to enrich information or knowledge. One of the most important competency in the foreign language teaching and learning is reading skill. Reading is an activity which is very important in learning process because by

reading students can acquire knowledge and information for developing skills and enrich their understandings about everything.

Kausar (2018) stated that in language learning the importance of reading skill goes beyond to get information and knowledge in the study program. Therefore, reading skill is very essential in EFL (English as Foreign Language) classroom or another general lessons. Good reading texts provides good models for writing. It gives opportunities to introduce new topic, stimulate discussion, vocabulary and grammar. This shows language learners must have adequate skill in reading comprehension which is not only important for gaining knowledge, but also facilitating learning of other skills and elements. From the significance of reading skill for language learning, students are expected to have good ability in reading so that they can understand knowledge in English texts as a media to learn other language skills. However, the reality shows that many students especially in elementary school cannot read very well, even the reading material was in Indonesian. Based on preliminary study that was conducted by the researcher on March to June 2021 during the program of *Kampus Mengajar* at SD Negeri Lam Awee, there were found some problems of the students regarding to the reading activities, especially on the reading interest and the media to facilitate the students' reading activities as well. For instance, there were some students feel difficult to read the text and lack of interesting in reading. This facts means that students still have any internal or external factors which influence their reading interest, and they still need teacher's strategy and exactly also need proper facilities as the reading media in order to support, facilitate and overcome their difficulties in reading interest.

Another problem of reading interest is motivation and preference. In order to become mature and effective reader that can understand the reading content, students must have the skill and the willingness. The willingness to read or motivation, will influence students interest in reading whether they will engage and engross in the reading. The problem about students interest to read also faced by elementary students of Lam Awee. students found that they were still less "in love" toward the books so that they felt difficult to enhance the reading skill. Then, some other stated that books were not interesting even though the fact is that they needed to read in order to obtain information or knowledge.

Based on the research problem formulation above, the objective of this research as follow: "To investigate the factor that influence reading interest of the sixth grade student's

of SD Negeri Lam Awee. ”

LITERATURE REVIEW

Reading is an activity involving thinking process and relating to written language. People who is reading has to process word by word on texts in order to understand its meaning. In this case, some experts have given opinion to reading. Day and Bamford (1998), define reading as the construction of meaning from a printed or written language. When someone reads a written text, it means that she or he has to recognize each words and knows what the text tells about. In line with this, Richards and Schmidt (2010) also says that reading involves the process to comprehend the meaning of a written text. This means that tho most important thing in reading activity is to understand the meaning of the text.

Reading is one of language skills that ask the readers to comprehend the meaning of the text's contents. This skill provides learners with wide opportunity to develop other skills for example writing. Since reading involves processing the written language, of course it allows students to learn how words are constructed to be sentences grammatically and they are united to be paragraphs coherently.

Good reading text also gives chances to introduce new topic for speaking, stimulate discussion, vocabulary, grammar and idioms. Obviously, this features are very beneficial for developing the target language. Hence, teaching reading in language classroom is a central where the teachers can teach other skills and aother features together (Richard and Nunan, 1990). Moreover Being able to read is very vital for daily life particularly educational purpose. People read many things from sources everyday in order to obtain the newest information and have knowledge about something. This skill provides learners with wide opportunity to develop other skills for example writing. Since reading involves processing the written language, of course it allows students to learn how words are constructed to be sentences grammatically and they are united to be paragraphs coherently.

Eventhough they will not practice it in reading class but the reading text gives good model of how to make good product of writing which can be practiced in other time. Richard and Nunan (1990), teaching reading effectively can develop students' language proficiency of other aspects. Good reading text also gives chances to introduce new topic for speaking, stimulate discussion, vocabulary, grammar and idioms. Mastering a lot of vocabulary of course will increase students' performance in speaking or writing.

Reading interest is also defined by the number of books read in a month and the number of time students read in a week and the favorite genres and types of english reading material. In addition, reading interest has a strong positive relationship with the success of student both in school and life, it is because when the students read they will gain more knowleged and will help them to have wider and broader and perspective on the certain issue.

According to Stansberry (2009), reading interest also refers to academic success as students who love to read will able to write well and have more ideas which is will lead them to be more creative and innovative. It happens because reading interest has related to vocabulary development, comprahansion, fluency as well as general intelectual development. It means student who have little or no interest in reading will not be able to force themselves to pick up the books and read for academic purposes, let alone to read for pleasure. Then, the students who do not like to read at an early stage will not adopt reading habit as they grow older.

Most of elementary school espesially SDN Lam Awee still less of literasi program practically. In fact, litaracy if interpreted as the ability to interpret, analyzed, and uses the infomation to solve problems. It was because reading habit has become one the aspect that has an important role in increasing a literal society. The reading awareness of the early age society espesially the primary school students who live in the city, and they also have more facilities to read and to get books than the students who live in the rural or remote area such as SDN Lam Awee. One of the factor that affect their reading ability is the support of reading habit is not well developed, for example the complete facilities of library. according to Donal (2015) the library facilities should be complete and the service of librarian should be nice because the comfortability also affect the students to visit the library.

RESEARCH METHODOLOGY

This research was be conducted by employing qualitative method which usingdescriptive analysis. According to Arikunto (2010), descriptive method can be defined as a method that is intentionally done to collect information about a phenomenon as in the real condition. Moreover, descriptive study is usually called as qualitative research using qualitative method and collecting the information toward data naturally. Furthermore, this

research is be a descriptive study by interviewing students in order to explore their point of views or perceptions which concern the reading interest in the learning process.

This research was conducted at SDN Lam Awee. This school is a state school which is located at Lam Awee, Aceh Besar, Aceh. The population of this research was all students of this school while the sample was only the students of six grade which is consist of six students. Base on Sugiyono (2013), sample is part of number and characteristic those set in the population. the technique is applied for taking the sample is purposive sampling. Arikunto (2010, as cited in rumana, 2017) stated that purposive sampling is the process of selecting sample by taking the subject that is not based on the level or area, but it is taken based on the spesific purpose. Indeed students of six grade was purposefully chosen because of their proficiency in reading and communication.

In this research, interview was used as the instrument for data collection. According to McNamara (1999, as cited in Easwaramoorthy and Zarinpoush, 2006), interview is a conversation for gathering information. It is an appropriate method when there is a need to collect in-depth information on people's opinions, thought, experiences, and feelings to complete the data, the researcher used semi-structure interview toward the students who was learning and reading to get full description on how much their interest toward reading. Then, semi-structure interview is an interview between structured and unstructured interview. The interview may change or modify the format or questions during the interview session eventhough the interviewer already formulated some general topics or the chosen area of interest and question on the interview guide (Ary et al, 2010). Interview also was done in order to know student's motivation in reading comprehension of SDN Lam Awee.

The researcher asked permission to the school teacher in order to conduct the interview for students as the participant of this research. The data was solely collected through face to face interview the researcher used audio-recording to record what the participants say during the process of interview. The interview was conducted in Bahasa Indonesia. The data obtained from interview was analyzed by using Miles Huberman's (1992) techniques of data analysis. This model includes data reduction, data display, and verification or conclusion. The data in audio-recorded be transcribed and translated in to a written form for the analysis. The researcher listen carefully for several times to the

recording of interview and then wrote it downline by line. It be replayed again and again to avoid misunderstanding and mistypingof the recorded data.

RESEARCH FINDING

The researcher interviewed six students of sixth grade at SDN Lam Awee in order to collect in depth data toward the students perception about the factor that influence their reading interest. Based on the interview data analysis, the reseacher found some points as follow:

1. Student's opinion toward whether or not they interest in reading and the reason why they interest or not.

Based on the first question of interview, generally all of the students gave the same responses toward the reading interest. All of the six students expressed that they like reading, but they have different reasons on why they like it. Some student like it because can increase the knowledge, while others have a reason cause reading is bridge knowledge.

2. Student's responses toward the meaning of book to for them.

For the second interview question, the students could attract to be interest in reading and always want to read the book can be smart by reading the book.

3. The student's perspectives on how importance the reading interest for them.

The student expressed the similar answers which was reading interest is important for them because they gained deeper knowledge.

4. What kind of the factors that increase their reading interest.

They answered with the different opinions, starting from the feeling that lower level knowledge of student. Then, the various creativity of student B became a factor that attracted to increase the reading.

They expressed that the kind or genre of a story or book became the important factor which can influence the reading interest.

5. Student's expression toward their preference of visiting offline and online library.

All of students answered the same expression to the fifth question which was they like go to library, they do not like to read online because the writing is too small. Meanwhile, another student gave a reason that sometimes there was online reading.

6. The students opinions on what kind of books that they like or not.

From the results of the last interview questions asked, most of students gave answers to story book preference. However, those who gave answers that they like the textbooks were students then another student gave reasons that like to read randomly because it was fun and it could make deeper insight.

The research question is "What kind of reading factors that influence reading interest of the sixth grade student's of SD Negeri Lam Awee?" To answer the question, the data from interview was used. The research finding from interview indicated that the students' factors that can influence their reading interest are varied, especially the kinds of material or genre of a reading story. Based on the result of interview, it showed that most of the students like in involving themselves toward the reading in their daily activities. Their responses revealed that there are some various factors which influence their interest of reading. It showed that the primary factors which influence students in reading interest was the kind of reading material and the source of it. Regarding the statements above, it was in line with McKool's (2004), research result toward the environmental factors that can influence the students' interest in reading. It proposed that the number of books read in daily or the number of time students read in a week and the favourite genres and types of reading materials could be one of the factors which impacting the students' interest in reading.

According to the data analysis from the interviewee, the media or sources of reading materials also could be the factor to be considered in influencing students' reading interest. Sometimes, their reading interest depended on which kind of media that impressed them to read. The finding revealed that some students still did not interesting with the existence of online reading materials. They showed their favourable side to visit the manual library rather than digital library due to the writing in the screen was too small for them and it might affect their concentration and focus.

In addition, it was also supported by the environmental of the students' lived, where the students still have limited exposure toward the digital used of media in the learning

process, especially reading through online sources. It was because the area of students' living still could be categorized as rural area where the used of online learning technology is still limited and strange. It was proved based on the researcher's experience through the programme of Kampus Mengajar. It seem compatible with the previous study that investigated by Pachtman and Wilson (2006) as cited in McDonald (2008) discovered from their research findings that supplying sample books in the class library. In short, relating with the previous study as collaborated in literature review in terms of reading habit and library existence, the habit for visiting library also becomes one of the factors influencing students' motivation to read.

CONCLUSION

Based on the result on the previous chapter, there are two conclusions that can be drawn in this research. First, most of the students were like to read and they have perspective that the reading interest is important which have high value for them. It was because through reading, they could increase their knowledge deeper and broader. Second, the primary factor that influence their reading interest was the kind of reading materials or genre of book. the students showed that they read different book, it was depend on what kind of reading materials that they prefer. Third, the sources of reading materials also be the factor that influence the students' reading interest. The students mostly interesting to read manually and visit the library in order to maintain their reading activity.

REFERENCES

- Arikunto, S .(2014). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Penerbit Rineka Cipta.
- Ary,D. ,Jacobs,L. C & Sorensen, C. K. (2010). *Introduction to Research in Education*. Canada: Nelson Education, Ltd.
- Availableatwww.imaginecanada.ca(January14,2020).
- Day Richard and Bamford Julian(1998). *Extensive Reading in theSecond Language*. Cambridge: Cambridge University Press.
- Easwaramoorthy, M & Zarinpoush, F. (2006). *Interviewing for Research*.
- J.C., Richards, & R. Schmidt. (2010). *Longman Dictionary of Applied Linguistics*. Harlow: Longman Group.

- Kausar, M. (2018). "Lecturers' Strategy in Teaching Reading Comprehension to English Department Students of Muhammadiyah Aceh University"
- McDonald, M. L. (2008). *Teachers' and Students' Perceptions of Reading Motivation and Observable Classroom Practices: Investigating the Relationship.*
- McKool, S. , (2004). *Factors that influence the decision to read: An investigation of fifth grade students' out-of-school reading habits. Reading Improvement, 44 (3)*
- Miles, M . B. & Huberman, A. M. (1984). *Qualitative Data Analysis: A Source book of New Methods. California: Sage Publications Inc.*
- Pachman, A. B, & Wilson, K., A. (2006) *What do the kids think ? The Reading Teacher, 59(7), 680-684*
- Richard Jack, and Nunan David. (1990). *Second Language Teacher Education.* Cambridge: Cambridge University Press.
- Stansberry, G. (2009). *Benefits of Reading (or Ways Reading Makes You Better at Life).*
Retrieved January 19, 2011, from <http://lifedv.net/2009/06/reading-make-you-better>
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R & D.* Bandung: Alfabeta.
- CV