

## Interest In Reading Students of Class V 161 Pekanbaru State Elementary School

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### Abstract

*This study aims to describe the students' reading interest and the factors that influence the fifth grade students' reading interest at the State Elementary School 161 Pekanbaru. This type of research is descriptive qualitative research. The data sources in this study were one homeroom teacher and six fifth grade students. Data collection techniques in this study used interview, observation, and documentation techniques. Data analysis used the Milles and Huberman model with three stages, namely data reduction, data presentation and conclusion drawing. The results showed that the reading interest of fifth grade students at the State Elementary School 161 Pekanbaru was still low. This is because students' attention to reading activities at school is still lacking. Then awareness of the importance of reading and the benefits of reading is still lacking. Based on the research, there are factors that influence the reading interest of fifth grade students, namely intellectual factors, family environmental factors and psychological factors. Results Based on the research, the reading interest of fifth graders at State Elementary School 161 Pekanbaru is still not good. This is caused by factors that arise from the students themselves.*

### Keywords

interest in reading; students; elementary school



### I. Introduction

Every individual has an interest in something. Pujiati (2017) states that interest can be interpreted as a feeling of pleasure or displeasure with an object, and is a feeling that tends to like an activity without any coercion or instructions from the outside. So that it can be said, interest is a form of encouragement from within a person that causes a person to like and be related to an object or activity and is a motivation to do what he wants.

In the world of education, the main thing that must be done by students is reading. This is because, in every aspect of social life, information can be obtained through reading. According to Tarigan (2008) reading is a process that is carried out and used by readers to get the message that the writer wants to convey through written language. Reading is very important for human life. This is because reading is a cognitive activity that includes the process of absorbing knowledge, understanding, analyzing and evaluating information. Maulidia (2018) says reading is a window to the world where this expression clearly describes the benefits of reading, namely opening, adding insight and individual knowledge.

Based on this, it can be concluded that reading can increase individual intelligence, obtain information and deepen knowledge. The more often you read, the wider the knowledge possessed by the individual. Conversely, the less often you read, the knowledge that will be possessed by individuals is increasingly limited. So reading is one of the main doors to get information and knowledge. With this knowledge, humans are able to solve all

the problems in their lives. Without knowledge, of course, humans will find many difficulties in solving every problem they face. Human Resources (HR) is the most important component in a company or organization to run the business it does. Organization must have a goal to be achieved by the organizational members (Niati et al., 2021). Development is a change towards improvement. Changes towards improvement require the mobilization of all human resources and reason to realize what is aspired (Shah et al, 2020). The development of human resources is a process of changing the human resources who belong to an organization, from one situation to another, which is better to prepare a future responsibility in achieving organizational goals (Werdhiastutie et al, 2020).

The potential of the Indonesian nation is very large when viewed from the number of its population consisting of various tribes, diverse cultures, and languages that need to be preserved. However, the enormous potential in terms of quantity needs to be balanced with the quality it possesses. The United Nations Development Program (UNDP) in 2004 reported that Indonesia's Human Development Index (HDI) was ranked 108 out of 187 countries. This shows that the quality of Indonesia's human resources is at the middle level. One of the factors that caused Indonesia to have not kept the top position was due to the low quality of education. This situation is exacerbated by the dominance of speech culture over reading culture and low interest in reading.

Interest in reading is the most basic thing that a person must have. Before arriving at the ability to read, one must have an interest in reading. Taylor (2020) said that interest will be the basis for the success of reading activities. If someone does not have a great interest in reading, then whatever reading material he reads will be in vain. This is because he reads not on his own interest or in an activity that he enjoys. On the other hand, if reading activities are based on their own desires, it is likely that they will experience effective reading activities.

Triatma (2016) stated that public interest in reading, especially children as students, is currently still low. The low interest in reading in the community is closely related to the level of education in the country. According to the Law of the Republic of Indonesia Number 43 of 2007 concerning libraries, the culture of reading fondness is carried out through families, educational units, and the community with cooperation between the government in an effort to increase interest in reading, where the government acts as the main person in charge and the librarian performs optimally.

According to DISKOMINFO (Febrian et al., 2020). Based on a survey conducted by UNESCO in March 2016. Indonesia was ranked 60th out of 61 countries regarding interest in reading, just below Thailand (59) and above Botswana (61). In fact, in terms of infrastructure assessment to support reading, Indonesia's ranking is above European countries. With the reading interest of the Indonesian people which is very worrying, it is only 0.001%. This means that out of 1,000 Indonesians, only 1 person is avid reader. Based on the facts above regarding the lack of interest in reading, it means that out of about a thousand Indonesians, only one has a high reading culture. The development of reading interest is continuously improved in order to form a reading culture society.

Based on the results of interviews and observations related to reading interest which was carried out in September at 161 Pekanbaru State Elementary School, it was found that the problem was the lack of student interest in visiting the library to read or borrow books. Students also do not have a sense of pleasure towards books or reading materials that are around. One teacher stated that students still do not prioritize reading activities in their daily lives. When having free time students do not want to use their time to read, and students also do not have the initiative to read books on their own accord. Usually they will read books when ordered by the teacher.



According to Dalman (2013) the low interest in reading is caused by two factors, namely (1) Internal factors are factors that exist in children, which include age, gender, intelligence, reading ability, attitudes and psychological needs. (2) External factors are factors outside of the child. which includes the availability of the number of reading books and the types of books, the socioeconomic status of the parents, then the influence of parents, teachers, and peers. One of the factors that influence reading interest is age. At elementary school age, which is between 6-12 years, children have started to have an interest in certain activities that are considered appropriate to their needs, namely wanting to go to school, curiosity, interest in reading and so on.

Based on the factors that influence reading interest, it can be seen that elementary school students are able to think abstractly in reading activities. Interest is also influenced by the student's environment, especially parents and the school in developing students' reading interest. The school must be able to carry out its role as a facilitator in fostering student interest in reading, by improving library facilities, completing the availability of reading books, and providing special time for students to do reading activities. Based on the symptoms that have been described above, the purpose of this research is to find out in more depth how the reading interest of the fifth grade students of State Elementary School 161 Pekanbaru.

## II. Research Method

The research method used is descriptive qualitative. This research was conducted at the Public Elementary School 161 Pekanbaru which is located at Jl. Surian No. 404 Sidomulyo Tim. district. Marpoyan Damai, Pekanbaru City, Riau. Sources of data in this study consisted of 1 class V teacher as well as all fifth grade students at State Elementary School 161 Pekanbaru.

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 the 161 Pekanbaru State Elementary School students. 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 teacher books, student exercise books, student story books and library visit lists. Each research instrument is designed using research indicators.

"The data analysis technique in this study uses the Milles and Huberman model with the stages of data reduction, data presentation and conclusion drawing(Sugiyono, 2017). 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. Result and Discussion

Based on the results of research that has been carried out regarding the reading interest of fifth grade students at State Elementary School 161 Pekanbaru, information was obtained that fifth grade students' reading interest is still low. This is because students' attention to reading activities is still lacking and students' awareness of the importance and

benefits of reading. Based on the results of the study, information was also obtained that the factors that influence the reading interest of fifth grade students are intellectual factors, family environmental factors and psychological factors. The following is a more detailed explanation of the research results and discussion.

### 3.1 Student Reading Interest

Based on the results of research that has been carried out at the State Elementary School 161 Pekanbaru, it is found that the reading interest of fifth grade students can still be said to be low. This can be seen from the 5 indicators in this study, namely, reading pleasure, awareness of the benefits of reading, reading frequency, reading quantity and encouragement to read. The following is a more detailed explanation regarding the reading interest of fifth graders at the State Elementary School 161 Pekanbaru.

#### a. Enjoyment of Reading

Based on the results of research related to the first indicator, namely the pleasure of reading, it was found that the fifth grade students were still not happy in reading. This can be seen from the students' attention to reading activities and the students' psychological condition towards reading. Based on the results of interviews with the homeroom teacher of class V, he stated that students' attention to reading was still lacking, this could be seen when students were asked to read silently, there were still many students daydreaming and some even just flipping through books. And when the homeroom teacher asked questions related to the text read by students, many students could not answer. So that the homeroom teacher more often asks students to read aloud. Regarding the psychological condition of students towards reading, according to the teacher when students read it was quite good, but some students are lazy to read. In line with the results of interviews with fifth grade students, students stated that students only enjoy reading when students find books that attract students' attention, and sometimes students feel lazy when the teacher asks students to read. In line with Tarigan's opinion (Elendiana, 2020) Reading interest is a deep concern accompanied by a sense of pleasure in reading activities so that it can direct someone to read with their own will and will. Students who have a high interest in reading will have high attention to the activities they like. Attention has an important role in learning activities. Daryanto revealed that attention is an activity that a person does in relation to the selection of stimuli that come from his environment. Based on the expert's opinion, it can be concluded that attention is an activity carried out by someone by utilizing awareness to accompany an activity.

#### b. Awareness of the benefits of Reading

Based on the results of research related to the second indicator, namely awareness of the benefits of reading, it was found that students' awareness of the importance and benefits of reading was quite good. Students know that reading is important and has benefits. However, even though students are aware of the importance of reading and the benefits of reading, there are still many students who are lazy to read. This is in line with the results of interviews with the homeroom teacher of class V who stated that students' awareness of the importance of it was quite good, but not all students had good awareness because of the different interests of children and students found it difficult to implement reading activities in themselves. Then, this is also in line with the results of observations made by researchers. From the observations, it was found that students' awareness regarding the importance of reading some students was good, but not all students who have this awareness and in its application students are still lazy in reading. This is in line with



the opinion(Fadilah, 2015)states that reading interest is a high desire or inclination of the heart (passion) to read. This definition is in line with Darmono's opinion(Fadilah, 2015)which states that reading interest is a mental tendency that encourages someone to do something in reading.

### **c. Reading Frequency**

Based on the results of research related to the third indicator, namely the frequency of reading, it was found that the average student reading every day while at school was about 30 minutes. This is in line with the results of interviews with homeroom teachers of fifth grade who stated that generally the time students spend reading is around 15 minutes in the learning process. When outside the learning process, some students take their time to read such as during recess. However, most of the students during recess played and ate because the break time was short, which was 15 minutes. From the results of interviews with students, students stated that the time for reading students every day was usually only 30 minutes both at school and at home. According to Susanto (2013) reading frequency is a measure of the level of frequency in reading.

### **d. Reading Quantity**

Based on the results of research related to the fourth indicator, namely the quantity of reading, it was found that students read books that attracted students' attention such as books that had pictures. Sources of student reading from existing facilities in the library. This is in line with the results of the interview with the homeroom teacher of class V which stated that generally students have an interest in reading books that have elements of pictures. Sources of student reading are also from school facilities, namely books in the library. In line with the results of interviews with students, grade 5 students stated that students read story books and school books that students got from the school library. This is in line with the opinion of Purwani (2020) which states that students are more interested in books with more pictures and colors. Apart from that, they prefer reading picture story books rather than lessons because the sentences are easy to understand. Seeing the characteristics of children who are basically happy with stories that are equipped with colorful pictures, illustrated stories as one type of children's story can be an alternative for planting the values of character education.

### **e. Encouragement to Read**

Based on the results of research related to the fifth indicator, namely the drive to read, the results obtained that students' desire to read can still be said to be lacking. This is in line with the results of interviews with students who stated that students only read when asked by the teacher to read. Then, the student's statement was strengthened by the teacher who stated that the desire to read grade 5 students was still lacking, because the habits that had been given every day had not been implemented in students. Students only read when the teacher asks students to read in class. The teacher also emphasized that the school has provided a library and reading corner in each class.

## **3.2 Factors Affecting Reading Interest**

Based on the results of the research that has been done, there are three factors that influence the low reading interest of the fifth grade students of State Elementary School 161 Pekanbaru, namely intellectual factors, family environmental factors and psychological factors. The following is a more detailed explanation regarding the factors that influence students' reading interest.

### **a. Intellectual Factor**

Based on the results of interviews that have been conducted with the homeroom teachers of fifth grade and fifth grade students, information was obtained that intellectual factor is one of the factors that affect students' reading ability. In accordance with the homeroom teacher's answer, which emphasized that when students were asked to read, then the teacher asked some questions, there were some students who could not answer the questions, only questions that were not related to theory that students were able to answer. As said by the homeroom teacher, students are only able to answer questions that do not require deep understanding, such as being asked for their home address and answering questions with "yes or no". When asked about understanding the reading content, students answered that they were unable to understand the content of the reading.

This is reinforced by the results of interviews with students, which obtained information that there were some students who were not fluent in reading. Students stated that when they were asked to read the lesson text, only short texts could be read. Even though the student has not been able to read well, the fifth grade teacher always asks students to read in class to practice their reading skills. The term intelligence is defined by Heinz as a thinking activity consisting of an essential understanding of a given situation and responding appropriately to it (Page et al, in Farida Rahim 2016).

### **b. Family Environmental Factors**

Based on the results of research that has been done, family environmental factors affect reading interest which consists of the availability of reading materials at home, the motivation to read given by parents and reading habits at home. Based on the results of interviews with the homeroom teacher of class V, he stated that most students only read at school. After returning to school students just play a lot. Even though the homeroom teacher has collaborated with parents so that parents pay more attention to students at home and always motivate students to read a lot and provide reading material to students. In line with the results of interviews with students, fifth grade students also stated that when they returned to school, students played with their friends. Then, students only have textbooks at home, There are only a few reading books, such as folklore and other al-tales. This is in line with the opinion of Sari (2016) which states that the lack of availability of reading materials at home can also make children less interested in reading activities because there are no or lack of reading resources available at home. Even if the child has a high interest in reading but the availability of reading materials at home is limited, such conditions will not support the enthusiasm for reading and will make the interest in reading in the child lower or even non-existent.

The attention given by parents to children can increase interest in reading, parents can motivate students to like reading various types of books to add insight (Dewi, 2016). The encouragement of learning motivation given by parents to their children is very important in order to increase the interest and stimulation of children to learn. Parents play a very important role in education (Ningsih, 2021). The greater the motivation to read given by parents to their children, the more motivated a child is to do reading activities. On the other hand, if there is no motivation for reading given by the parents, the child will not be encouraged to do reading activities. The absence of parental involvement in reading activities resulted in low interest in reading in children. Therefore, The role of parents is very important in guiding their children to be diligent in reading. According to (Muhammadiyah & North, 2018) that reading activities together between children and their parents affect children's reading attitudes and interests. The reading interest of a child



who lives in a family environment who has the habit of reading will be different from a child who lives in a family environment without the habit of reading.

### c. Psychological Factors

Another factor that also affects the low reading interest of fifth graders at State Elementary School 161 Pekanbaru is psychological factors, namely motivation and interest. Based on the results of the interview with the homeroom teacher for class V, the homeroom teacher for class V stated that: "Their reading interest is still very low. Even though the teacher always motivates them to read, it does not increase their desire to read even more." Based on interviews conducted with fifth grade students, students stated that: "Students have received motivation from parents and teachers, it's just that their interest is lacking so that the motivation given by parents and teachers does not influence them to be more active in reading. ". According to Crawley and Mountain (in Womb, 2009) suggests that motivation is something that encourages someone to learn or do an activity. Regarding this opinion, Rubin (in Rahim, 2009) suggests that a very important factor for successful learning is motivation, desire, encouragement, and continuous interest in doing a job. The results of the interviews that have been conducted, it can be seen that their psychological factors are also one that affects their ability to read. It was said that because the students' reading interest was still not in accordance with the answer of the fifth grade homeroom teacher who stated that students were often lazy when asked to read. Interest is one of the factors that greatly affect the ability to read, where interest is a person's efforts to read. If interest is gone, impossible to do anything including reading. Whereas according to Rohman (in Bungsu, 2021) reading is a skill that can be a supporting factor in other language skills such as speaking and writing Rohman.

## IV. Conclusion

Based on the results of the research and discussion, it can be concluded that the reading interest of fifth graders at the State Elementary School 161 Pekanbaru is still low. This is because students' attention to reading activities at school is still lacking and students' awareness of the importance and benefits of reading is still lacking. Based on the results of the study, information was also obtained that there are factors that influence reading interest in fifth grade students, namely intellectual factors, family environmental factors and psychological factors.

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