EFFORTS TO INCREASE READING INTEREST IN ELEMENTARY SCHOOLS

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ABSTRACT
This study aims to find alternatives to increase students' interest in reading, especially among elementary schools. Interest in reading is a big influence for students. Efforts to increase elementary school students' interest in reading are a shared responsibility, between the students themselves, teachers and parents. However, the low reading interest of students in elementary schools is one of the obstacles, the lack of desire and willingness from the students themselves, the teacher also does not require students to read books when learning is being taught to students. In an effort to increase elementary school students' interest in reading, students should be given support so that interest in reading emerges from students and is introduced to reading material so that students are accustomed to reading, therefore the reading habits of students when they are in elementary school will foster a high interest in reading. students grow up. This research was conducted by formulating a research problem looking for references from relevant and similar journals to analyze the data, journals were collected by searching the internet through Google Chendikia and/or Google Scholar. The data obtained were analyzed and compared with this research method using a descriptive research type with a quantitative approach. The results of the analysis can increase elementary school students' interest in reading.

Keywords: reading interest; primary school; formulas

INTRODUCTION
The more advanced times, especially in the field of education, requires all students to be able to read and write and compete with the times. Literacy activities so far use reading and writing activities. However, the 2003 Prague Declaration revealed that literacy includes how a person communicates in society, literacy has the practical meaning of social interaction related to using UNESCO language and cultural knowledge (in Wiedarti, 2016). Language Literacy for someone to communicate with the right set of vocabulary, accompanied by reading and writing literacy can convey meaning precisely so that it is easy to understand.

The declaration reveals that literacy relates to several facts in identifying, and being able to find and communicate facts to address various kinds of problems expected by each individual, and can participate in engaging in lifelong learning. Therefore, literacy has a close relationship with students both in the context of the environment, home, school and community. Everyone has the right to receive literacy learning, to hone everyone's linguistic skills. In addition, language and writing have become tools for interaction, making it easier for someone to interact.

A research study conducted by Progress In International Reading Literacy Research (PIRLS), which assesses fourth grade students' reading ability, shows that Indonesia ranks 45th out of 48 countries that are included in the reading category. This means that the reading ability of Indonesian students is still very poor (Wiedarti, 2016: 2). Furthermore, it can be seen from a
different study entitled World's Most Literate Nations Ranked conducted by Central Connecticut State University in March 2016. Indonesia is still in the lowest country ranking, only ranked 60th out of 61 countries Devega, E (2017). Can conclude that the reading interest of the Indonesian people is a crucial problem that must be resolved. In dealing with these problems by using literacy activities in fostering interest in reading.

The two studies show that Indonesian people have a low interest in reading. Overcoming this case, the Government of the Republic of Indonesia is planning the iSchool literacy movement through the Ministry of Education and Culture. The government has established the iSchool ILiteracy Movement since 2015 regarding the growth of character where there is a 15-minute reading activity in early education during a habituation session (Magdalena, I., M, Akbar., & R, 2019: 537). The School Literacy Movement or abbreviated as GLS is an attempt that is attempted as a whole to make schools an educational organization whose citizens are literate for life through public involvement (Fathonah, 2016: 2). There is a need for GLS in order to increase students' interest in reading, as well as increase good behavior, virtuous character through multiliteracy education. Besides that, it can also create people who have social, emotional and spiritual intelligence. The School Literacy Movement has 3 stages consisting of the habituation stage, the development stage, and the learning stage.

In addition to low reading interest, students' interest in visiting the library is still low. This can occur due to a lack of reading material, then the available reading material does not vary, causing students to be lazy to read. Because good reading skills can be the basis for more learning. These skills are important for the intellectual growth of all students and will benefit their lives. Therefore, schools must organize literacy activities to increase people's interest in reading. There are various ways to develop an interest in reading through managing the school library when carrying out student literacy movements. This literacy activity is very suitable in schools, especially for elementary schools in order to increase interest in reading from childhood.

RESEARCH METHOD

This study uses a qualitative approach with a case study research method. Where this case study seeks to examine the extent to which the School Literacy Movement is implemented and reveals in more detail the supporting and inhibiting factors of the School Literacy Movement. Because problems related to humans are fundamentally dependent on observation. According to Moleong (2016: 6) that qualitative research is research that produces data in the form of descriptive verbally from people and observed behavior.

RESULTS AND DISCUSSION

From the results of observations using indicators of achievement of the School Literacy Movement (Faziah, 2016: 230), that the development of the School Literacy Movement is in accordance with the stages of habituation. The results of these observations can be explained regarding the implementation of the existing School Literacy Movement as follows: From the results of interviews with ZS teachers and Mrs. AH, there is a 15-minute reading activity: reading aloud and reading silently. 15 minutes before class starts. This literacy activity is carried out in
each class, the implementation is carried out by reading aloud and silently. Existing literacy activities already apply reading.

Implementation of literacy activities through reading aloud is carried out by the teacher by appointing one of the students to come forward and other students can listen and listen well. While reading silently is done by the teacher by giving a reading text to read silently, reading silently is done so that students focus on the content of the reading they are reading. These activities are carried out by adjusting the limited time allocation. The same thing was expressed by (Faziah, 2016: 10-13) that the purpose of reading aloud is done in order to motivate other students to want to read and reading silently is done so that students can concentrate on the book they are reading. Reading activity 15 minutes before the lesson begins. Mrs. ZS and Mrs. AH said that the existing 15-minute reading activity could not be implemented every day.

Due to limited time, literacy activities are carried out only at the beginning of learning. Because teachers focus more on theme books, assignments and assessments. In its implementation, the teacher explains that starting with saying greetings, reading prayers, checking student attendance, correcting homework results, while asking students to open the theme book or story then the teacher asks students to read it silently. After students have finished reading, the teacher will instruct one of the students to come forward and re-read what they have read, then instruct other students to be able to listen to what their friends read in front of the class. If there is more time the teacher will re-appoint one of the students to read ahead. According to Faziah (Faziah, 2016: 13) after students read books, students will record the title of the book that has been read in their diary. But the reading books that students read are not written into diaries but through a literacy tree called the geulis tree that is on the walls of the classroom. Each class has a geulis tree, where students will write their name and title and then attach it to the geulis tree. This activity is carried out so that students do not forget and can remember what they have read.

From the results of observations of students that the reading books read by students are in the form of textbooks or non-learning books. According to Azis (2018: 59-60) this reading activity is in the form of a non-learning book that contains moral values and can be adapted to the conditions of each school. This is in line with the results of interviews with students AP, BF, HH, PA, NB and AA saying that they prefer non-learning books such as fairy tales and comics because the stories are interesting, with pictures of interesting characters and the language conveyed is easily understood by students.

As revealed by previous research conducted by Ichsan (2018: 80) that the majority of students in Madrasas enjoy reading comics about Islam because the books they read are very simple and contain moral values in each comic. According to the results of Dafit and Ramadan's research (2020: 1433) there are routine programs that are carried out such as reading together every Thursday which aims for this activity to involve school residents in the school yard. However, literacy activities do not have a program that determines specific times and days that are determined or mutually agreed upon in carrying out school literacy activities. So that only the teacher and students are involved in the 15-minute reading activity. In line with the results of research conducted by Teguh (2020: 21-22) there is an action program that is carried out to develop a reading culture by holding a One Child Book, Reading Award or Writing Award designed to reward students or by providing other programs and the entire school community involved in
literacy activities. From the results of observations made, one of the supports provided by the school is the school library. The reading books in the school library are complete with various types of reading books. However, it still cannot fully support the School Literacy Movement program.

According to Wiedarti (2016: 12) one strategy is to create a friendly atmosphere and encourage students' reading literacy. However, according to Mr. RI as the manager of the library, the use of the library during learning has not been used optimally. He said that some did not yet support the School Literacy Movement and in this case it was still being repaired, such as the location and atmosphere of the library environment which was not yet supportive. In meeting the need to read in each class there is a reading corner located in the corner of the class. The purpose of the reading corner is to make students interested in reading by providing a comfortable place (Wiratsiwi, 2020: 234).

According to Wiedarti (Wiedarti, 2016: 16) the reading corners in the class should be arranged in an attractive way to foster students' interest in reading. Creating an environment rich in poster text or images in the school environment area in the form of small text with positive appeals, including clean and healthy living habits, life philosophy and others. In line with the results of research conducted by Azis (2018: 63) that, indirectly, it can invite students to make reading habits through small things in the form of posters, slogans and pictures that contain invitations to do something good. Based on the results of interviews conducted by the AB principal, he said that public involvement in the school literacy movement program had not been carried out. This means that there is no support from parents regarding the School Literacy Movement. According to Faziah (2016: 22) public involvement is important, one of which is by involving parents of students in planning programs or involving parents of students as book donors.

**CONCLUSION**

The conclusions obtained are based on the results of research and discussion regarding the implementation of the School Literacy Movement, what are the supporting factors and inhibiting factors as well as the efforts made by schools to overcome the inhibiting factors. In the implementation of the School Literacy Movement program, it is in the habituation stage. This habituation stage is by reading textbooks or non-lessons 15 minutes before learning begins by covering reading aloud and reading silently. The implementation of literacy activities takes place in a conducive manner with the supervision of the teacher in each class. There are supporting factors, namely, the active role of all school members in supporting the success of the School Literacy Movement, the existence of adequate infrastructure such as libraries and reading corners in each class, and the preparation and supervision carried out so that literacy activities can run conducively. The obstacle factors encountered were the lack of socialization given to parents regarding the understanding of the School Literacy Movement, the absence of a special time allocation given for 15 minutes of reading, and the constraints were also seen from the large number of students who were lazy to read and the atmosphere of the place that was not comfortable. Efforts are made by holding work meetings and outreach regarding the program to
be carried out and updating books and interesting programs in order to increase students' interest in reading.

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