

## Analysis of Interest in Reading Narratives in Indonesian Language Subjects in Class V MI Masyhadiyah

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**Abstract** - This study is motivated by a lack of interest in reading narratives in Indonesian language lessons for especially elementary school students at MI Masyhadiyah Giri. This study aims to determine the interest in reading in grade V Madra Masyhadiyah Giri, to find out what factors cause the lack of interest in reading grade V students, to find out the role of the teacher in raising interest in reading of grade V students MI Masyhadiyah, and The Role of Schools in Encouraging Interest in Reading stories in grade V MI Masyhadiyah Giri Kebomas Gresik. The form of this research is descriptive research that uses observation, interviews, and questionnaires. This interview technique involved 10 students from class V representatives at MI Masyhadiyah. This interview was conducted in a structured manner. As a result, we found an internal factor that caused this problem lack of interest in reading narratives in grade V students of MI Masyhadiyah Giri were gender, internal desire, interest in visual media and electronic media. The findings of the classification of the text method of reading indicate an interest in reading narratives in Indonesian language lessons. The importance of improving narrative reading for students is to increase knowledge and broad insight.

**Keywords:** Causal Factors, Student Interest, Narrative Reading

### I. INTRODUCTION

The ability to read is very important in everyday life. Every life must require reading activities. reading habits must be instilled from an early age, especially in elementary school. at this age this is the right time to instill the habit of reading. In addition, reading is one of the factors that can improve students' learning achievement at school.

Reading habits can affect critical thinking skills because they can get broad insights from reading material. If students have extensive reading sources, the more knowledge and

abilities obtained by these students.

Reading is one of the stages of learning for elementary school students. Learners learn to read to get the ability and master reading techniques and capture the content of reading properly and correctly. Therefore, teachers need to design reading learning well so that it can foster reading activities as fun. The learning atmosphere must be created through language game activities in reading learning. This is in accordance with the characteristics of children who still want to play. Games have Important role in children's cognitive and social

development.

Based on the Big Indonesian Dictionary (2005: 83), To read is to see and understand what is written. Meanwhile, according to (Marimbun, 2019) Reading is the process that the reader goes through to receive the message that the author wants to convey through words and writing. From the explanation of the theory above, it can be concluded that reading is an activity to understand the content of text or reading to obtain information conveyed through written language media.

Reading is the process that the reader performs and uses to get the message that the author wants to convey through the written word. Reading is basically the beginning of knowledge management. All knowledge on earth can never be learned unless it is preceded by literacy. When we read, we hope that the link to knowledge mastery will not be lost. The link of listening, reading and seeing. Like one of the links in a chain of knowledge mastery, reading to be made as a habit or even as a culture in daily life is still difficult to implement. This may stem from Indonesia's oral culture, where legends, fairy tales, hikayat and folklore have long flourished in Indonesia and are the easiest learning media to implement, as you can learn rather than read books to expand knowledge, although the habit and culture of reading is synonymous with the culture of learning, which is very important for the future development of the Indonesian nation (Tarigan, 2008).

Interest in reading is a desire when someone makes an effort to read. People who have a strong desire to read It shows a desire to obtain and read reading material. it on their own awareness or external encouragement. Interest in reading is a strong desire that accompanies a person's reading effort (Gusmayanti et al., 2018).

Interest in reading grows from the personality of each person, especially in students, so that to increase interest in reading requires awareness of each individual. There are several theories that explain reading interest, namely as follows, the first theory is intention. Generating intention is the most important key so that children love to read. Another theory is willingness. While reading something should be based on willingness or desire. Desire, which then makes something happen without forcing it. The third theory is liking. Interest is also related to liking. The love of reading is a factor that increases interest in reading. As can be interpreted as boredom of activities that are being

carried out (Suantara et al., 2019).

Cultivating a love of reading is a very good way to progress, because reading can broaden horizons and increase knowledge because it is a window to knowledge. Reading can also improve students' grades (Eka & Khoirul Umam, 2022).

Basically, ability and literacy are requirements that must be met. Therefore, literacy should be practiced from an early age. Learning to read starts in kindergarten or elementary school. But in reality, children especially elementary school children who basically like to play are no less fond of reading activities. A class can have 50% of students who enjoy reading without being forced by others such as teachers and parents.

Reading narrative essays is the study of essays that create, narrate, and sometimes organize human events and include characters facing conflicts that are systematically organized (Dalman, 2018).

The word narration, or often called narrative, comes from the English words narration (story) and narrative (what is told). An essay, called a story, presents a sequence of events or occurrences. The essay tries to convey the sequence of events in the order in which they happened (chronological order), with the aim of giving meaning to the events so that readers can learn from the story (Soeparno, Yunus, 2008).

This narrative material is found in grade 5 elementary schools in theme 7 sub theme 1. In this narrative learning there are Core competencies and basic competencies contained in the syllabus. The core competencies are as follows: 1. Accept and practice the teachings of one's own religion. 2. Have be honest, disciplined, responsible, courteous, considerate, and confident in dealings with family and friends, teachers, and neighbors. 3. Gaining factual knowledge through curiosity-based observation (listening, seeing, reading) and questioning about oneself, God's creations and their activities, and objects encountered at home and school. 4. Presenting knowledge of facts in definite form, systematic A logical language in aesthetic works, movements that reflect the sane children, and actions that reflect the behavior of faith and noble children. And there are basic competencies which are as follows: 3.5 We explore key information from oral and written historical narrative texts in terms of: what, where, when, who, why and how. 4.5 Explain key information from aspect-based historical narrative texts: What, where, when, who, why, how, learn standard vocabulary and

effective writing.

Based on observations and interview results, teachers and students at MI Masyhudiyah Giri Gresik, there are students who have not been able to understand lessons, especially in Indonesian language subjects, especially in narrative material. In addition, reading is not only skimming, but also the ability to understand the content of reading. In addition, most students lack interest in reading narratives. These students prefer to read storybooks, comics, and others. Students also lack enthusiasm in reading and finding answers to questions asked by the teacher. Students ask many questions about the answers that are already in the text. Students also start reading when the teacher asks them to. Textbooks are also only read when there is an exam or test. In addition, students' interest in reading, especially in Indonesian language subjects, is low.

The lack of interest in reading has an impact on the low level of student knowledge and understanding. Students with high reading intensity have extensive knowledge and understanding. Therefore, students receive information through reading. The more you read, the more knowledge you get. In the world of education, students with good grades tend to have broad insight and understanding compared to students with lower grades. Thus, researchers are very interested in conducting research on interest in reading narratives. Departing from this background, the researcher formulates the problem, namely how is the interest in reading narratives in class V MI Masyhudiyah?

## **II. METHODS**

This research was conducted at MI Masyhudiyah which is located at Sunan Giri street number 18F Giri Kebomas Gresik. This research uses descriptive qualitative methods with this type of research in the form of case studies. Because the qualitative approach and case studies are exploring questions of why and how which is the right guide with case studies in this study. With a case study design where this research is only centered on one problem. The population in this study were fifth grade students at MI Masyhudiyah. By selecting students who were appointed by the Indonesian language teacher because the students were active in the learning process.

This data collection technique is in the form of interviews and observations. This interview technique involved 10 students from

class V representatives at MI Masyhudiyah. This interview was conducted in a structured manner by digging up information where questions were asked in the order that had been prepared by the interviewer. Interview is a method of obtaining information through social interaction between the researcher and the researched. In addition, the interview can also be a list of questions answered by the respondent before the interview. The specific aspect observed in this study is the interest in reading narratives at MI Masyhudiyah. Descriptive analysis techniques were used in this study. Based on the data presented in this study, based on the facts collected.

## **III. RESULT AND DISCUSSION**

The results of research interviews with school parties, namely Indonesian language teachers and some fifth grade students of MI Masyhudiyah Giri Kebomas Gresik, it is known that interest in reading is still low, this low interest in reading arises from lack of interest self-drive. The meaning of encouragement from oneself is self-awareness of the need to read, which is grown from the family. In addition, there is a high curiosity about knowledge and information.

Based on the results of observations that researchers made about interest in reading Indonesian subjects about narrative text, namely researchers investigated the problems experienced by these students and obtained the following results: From the results of interviews conducted by one of the students whose initials are FA, FF and AR who said that they lacked interest in reading narrative text because they did not like Indonesian subjects. Results of interviews with other students initials MA who said that they were not interested in reading narrative text because they did not like reading. And there are students whose initials are AA who say they don't like it because they don't really like a story in the narrative text. There are some students who like reading. As said by students with the initials BA, VF and DN he said he liked reading narrative text because narrative text was very interesting. And there is one student whose initials are ZK saying that he likes reading narrative text because it can add knowledge and can find out a content from reading.

Based on the results of the questionnaire obtained in class V MI Masyhudiyah based on indicators of interest in reading, especially in the subject of Indonesian language narrative material is as follows:

1. Reading books in a day  
Based on research, the respondents' answers about reading books in a day show that on average students sometimes read. So, most of the time is not used in reading. And there are some students who never read in a day. These results indicate that reading books in a day is not good.
2. During break time students visit the library  
Based on the research Response results of respondents about visiting the library during recess, the average student at MI Masyhudiyah never visits the library during recess and some students sometimes visit the library. From these results it shows that visiting the library during recess is not good.
3. Reading carefully  
Based on the research results of respondents' answers about reading carefully that some students always read the narrative text carefully and most students sometimes read carefully and a small portion also never read carefully. From these results indicate that reading carefully is not good.
4. Interest if given the task of reading narrative texts  
Based on the research results of respondents' answers about interest if given the task of reading narrative text that most students are less interested if given the task by the teacher to read narrative text. From these results indicate that interest if given the task of reading narrative text is not good.
5. Reading books if you get an assignment from the teacher only  
Based on the results of the research, the respondents' answers about reading books only get assignments from teachers that most students only read books if they get assignments.
6. Understanding the content of narrative reading text  
Based on the research results of respondents' answers about understanding the content of narrative

reading texts, the students sometimes did not understand the content of narrative reading texts and some never understood narrative texts. From these results indicate that understanding the content of narrative reading text is not good.

7. The teacher asks to read in front of the class  
Based on research, the respondents' answers about if the teacher asks to read in front of the class that some of the students are less enthusiastic if the teacher tells them to read in front of the class and some there are also students who are always enthusiastic if the teacher tells them to read in front of the class.
8. Getting good grades when practicing reading  
Based on the results of the research, the respondents' answers about getting good grades in reading practice that sometimes students get good grades. If the teacher gives good grades, it means that the student is successful in the learning objectives.

The things of interest in reading are influenced by several factors, namely internal and external factors. Internal factors are factors that arise by themselves that can increase interest in reading. While external factors are factors that arise from the surrounding environment that can encourage a person's interest in reading.

One of them is internal factors arising from themselves, namely. interest and awareness factors, which are also influenced by external factors, namely. family, environmental and friendly factors. In the school environment, the teacher acts as a substitute for parents, as a motivator in carrying out his duties, Teachers play a role in this arousing students' interest in reading (Marwah, 2020).

Interest in reading is influenced by factors such as motivation and aspirations. Interest is attention, liking (tendency) towards something. Interest in children is often difficult to separate from curiosity. Curiosity, which is the focus of a child's interest and draws attention to objects, activities and ideas. High interest in learning is related to high learning (Islam et al., 2013).

Some internal factors that influence students' lack of interest in reading are gender

factors. According to (Gender et al., 2005) It is said that girls are considered better than boys. This brings up the fact that girls and boys have different reading abilities. According to the results of a survey conducted by students, girls like reading more than boys.

External factors that influence student reading include: parents and family factors. The family is the most important center of education because most students are in the family environment. Therefore, children who like to read come from families with good parenting and good parents. Parents and family factors are very important in increasing children's interest in reading, especially in Indonesian language subjects. As for the role of parents, how to provide reading facilities or motivate. With the motivation students can have encouragement from someone, especially from the family to carry out reading activities and can achieve the expected results.

According to (Putri ADS dan Suyitno, 2018) The level of library visits by students can indicate their interest in reading. In the school environment, children prefer to read if each class has a reading corner and the school has a library with different books. Many things also affect student library visits, namely the availability of books, student needs and the environmental conditions of the school library (Mumpuni, 2019) During free time, the teacher organizes activities where he visits the library and asks students to borrow and read course materials and then exchange course materials with friends. The teacher gives students the freedom to read according to their interests, so that students have great interest and are responsible for what they read.

The teacher's first role is that of a creator. To increase students' interest in reading, teachers act as creators by organizing the creation of reading activities. The purpose is to keep students interested and not bored by creating reading activities reading process (Rahmi & Dafit, 2022).

Another the teacher's role is to act as a facilitator. Teachers provide space for students is one of the efforts that can be made by a teacher. Encourage students' interest in reading, teachers can provide space and activities in the classroom such as reading corners Helps enable sustainable teaching and learning processes (Minsih & galih & M Rahmawati & Suryadi, 2018). From the results of interviews and observations at MI Masyhudiyah, the teacher as a learning facilitator means that the teacher creates conditions and

facilitates student learning. A teacher must also be able to understand the characteristics and try to meet the important educational needs of each student with interests and potential that must be realized optimally.

The most important role of the teacher Acts as a motivator to increase interest in reading. Teacher always encourages students verbally in the form of praise, so that they are more diligent and eager to read. The teacher reminds them that reading is an important thing that can broaden their horizons and knowledge. The teacher can also invite students to encourage or appreciate their friends by clapping. For students who dare to read in front of the class, such as reciting poems, stories, etc., the recognition can increase enthusiasm and motivate other students. Teachers also provide added value and motivation in the form of gifts such as stationery and snacks. Students who dare to come to read, read diligently, dare to share the content of the reading and other benefits related to reading activities are motivated. (Rintang & Istiyati, n.d.).

Based on the results of an interview with MI Masyhudiyah teachers, there are several factors inhibiting interest in reading, especially in this narrative material such as: on average, most students are more interested in reading narrative texts with pictures. Because in the reading text with illustrations that make the picture more interesting. So, the teacher designs the learning as best as possible and can influence the visual on the narrative text. In addition, the form of writing also affects if the layout of paragraphs that have too many sentences can make students reluctant to read. There are other factors such as instantaneous habits. In this sophisticated era, it is possible for them to find an answer to a problem instantly through the internet media. So it can cause laziness towards reading interest, especially Indonesian language subjects with narrative text.

As for the students in MI Masyhudiyah if appointed by the teacher to read, answer questions, or explain the material in front of the class, it is influenced by the level of confidence by each student. Sometimes students with high abilities but low self-confidence can make students not dare to appear in front of the class. On the other hand, some students want to come forward even though they do not understand the material or are not fluent in reading.

There is a correlation between interest in reading and learning outcomes, such as children

who often read either in the library or read the material provided by the teacher. These students can have broader knowledge.

As educators, teachers will deal with students who are not interested in reading by getting students used to reading starting from activities at the beginning of learning, students are asked to read the lesson material. And if in learning activities the teacher uses interesting learning methods and strategies, where students must read the material being taught. In addition, teachers carry out reading visits in the library with students so that they can create habits for students to be interested in reading in the library. Not only the habit of visiting, the teacher also facilitates students if during the break time they can read in the library. However, students rarely visit the library during recess. Students prefer to be in the classroom, talking with friends and playing in the library rather than reading.

In each MI Masyhudiyah class there is also a reading corner that offers a variety of books for students to read. Where students can read outside of the learning activity time. In the reading corner there are also interesting books ranging from fiction reading texts and general knowledge. The reading corner of Madrasah Ibtidaiyah Masyhudiyah Giri is still used, although the books provided are still lacking, the reading corner is still used. This Researchers' results revealed interview. The utilization of this reading corner runs smoothly because this reading corner is carried out by students at any time and can add insight to students.

From the results of interviews conducted with the fifth grade Indonesian language teacher MI Masyhudiyah Giri, students' interest in reading can be measured by preference, interest and attention. This preference can be seen from the enthusiasm of students to attend class which can be measured from the reaction of students in answering something. Attention can be measured when students are serious in learning. Attention is born from the desire to be curious. This curiosity makes students look for information from books or other things so that it can foster interest in reading. A teacher's effort to foster and increase students' attention to lessons, especially in terms of narrative material, can be done in several ways, namely by connecting lessons with students' experiences, skills or interests. In this way, students are interested in reading and learning stories and strive for good academic results. Attracting students' attention by creating varied and fun learning situations.

In addition to the role of the teacher, there is also a very important role of the school to increase students' interest in reading at MI Masyhudiyah, namely through improving the library so that it becomes an attractive and comfortable place for students, especially for reading and increasing knowledge. In addition, the school also organizes activities to improve the quality of teachers so that teachers can be professional and make teaching and learning activities more interesting for students. The school also provides facilities where each facility has interesting writings that can indirectly increase the habit of reading interest of MI Masyhudiyah students. The school also does something to increase students' interest in reading, namely holding competitions at the end of the semester and commemorating August 17. Organizing various competitions as a forum where students can actively participate in improving their reading skills. The types of competitions are reading and writing competitions, speaking competitions, story competitions and pretend competitions. Through these competitive activities, it is expected to generate enthusiasm and motivation for reading in students.

The strategy that can be used to increase students' interest in reading narratives is to raise awareness of the importance of reading. To foster interest in narrative reading awareness can be done by motivating students and encouraging children to continue reading books. This can foster the role of parents to build a culture of literacy by motivating children to read at home or at school. The second strategy is to make a paper. From the paper, the teacher can ask students to appreciate their friend's paper. With this appreciation, it can increase students' interest in reading.

#### **IV. CONCLUSION**

Based on the results of the analysis and discussion of this research, it can be concluded that there are more children who are less interested or reading than children who like to read in Indonesian language subjects, especially on narrative material. To increase interest in reading, there needs to be encouragement from parents, family and teachers.

There are achievements that students who like to read have, namely academic and non-academic achievements. If in academics such as student activeness and in non-academics such as outside of lessons, for example competitions.

Interest in reading in Indonesian subjects, especially in narrative material, can also be influenced by several factors such as parental factors and family factors. There are several other factors such as students tend to be more interested in reading illustrated narratives and sophisticated habits.

This research is very useful for the development of elementary school children about interest in reading narratives in elementary school children used to foster student intelligence.

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