

Implementation of Strengthening Reading Ability, Comprehension in Class 3 Indonesian Language Learning SD Negeri 9 Cibadak

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Abstract: This study aims to improve students' reading skills and understanding in low-grade Indonesian language learning during the current pandemic. Because most students sometimes lazy to practice reading skills in Indonesian properly and correctly, especially now that it is currently in a pandemic era which results in face-to-face learning and cannot directly monitor students' reading progress. This research is a qualitative approach with an interview method in one of the schools in SDN 9 CIBADAK. The learning that is carried out is online / online after that it is continued with students sending videos while reading. The data that has been collected is then reduced, analyzed, so that it becomes a description of the research results. The research subjects were one of the Indonesian language teachers and students. From the results of this study, it is to know the development of students' reading during the pandemic and how to strengthen students' reading skills during the pandemic.

Keywords: understanding, reading, langue indonesion.

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INTRODUCTION

The Covid19 pandemic has changed the fabric of people's lives, not only attacking the Indonesian state but also sweeping the world. The existence of Covid19 causes the public to stop activities outside the home that should be carried out as on normal days. The community must maintain a safe distance or what is called physical distancing, a situation in which people are quarantined and isolated in their respective homes, including carrying out work so that every vulnerable individual will not be infected with the Covid19 virus. This condition is certainly not easy for the community to pass, where parents play a role as teachers or teachers when studying at home. Students are given 2 assignments as a means of knowing the achievement or assessment of students' abilities. As for the anxiety in students where the task given by the teacher as an activity to move class activities from studying at school to learning at home is even more burdened on students. In addition, the school continues to carry out assessment activities for the benefit of grade promotion report cards in each class. Learning from home activities that are implemented by the community causes students and teachers to lose opportunities to interact with each other in establishing

social relationships, fostering an attitude of solidarity between fellow humans, losing their sense of care and empathy.

LITERATURE REVIEW

Learning from home is certainly different from learning activities at school, in addition to the existence of learning tools, learning activities are also supported by learning media to make it easier for students to understand the material. According to (Indriana, 2011: 15) learning media is intended as a means of communication in the learning process, it is said that because in the learning process there is a process of delivering messages from educators to students. Learning media is also defined as one of the external factors that influence the success of learning activities, in general the benefits of learning media are to facilitate interaction between teachers and students so that learning is more effective and efficient (Numiek, 2013: 94-95).

Reading is one skill that is very important for every individual to have and it is beneficial for one's life. The importance of reading learning is contained in Law No. 19 of 2005 concerning National Education Standards article 6 paragraph 5 which states that the curriculum and syllabus SD / MI / SDLB / Paket A or other equivalent emphasizes the importance of reading and

writing skills and fondness, numeracy skills, and communication skills (Depdiknas, 2005: 6). In general, reading can be useful for one's self-development. Humans can obtain information and expand their knowledge through reading. This is in accordance with the opinion (Iskandarwassid and Sunendar 2008:).

Reading cannot be separated in the world of education, learning in school reading is very necessary. This is in accordance with the opinion (Rahim, 2007: 1) which states that the most effective learning process is carried out through reading activities. Reading is a tool used to convey learning objectives, this affects students in understanding the material presented by the teacher, because without reading students cannot understand the existing material and without reading the learning process will not run easily. In addition, learning to read is not only done so that students are able to read, but also a process that involves all mental and thinking activities of students in understanding, criticizing, and reproducing a discourse. So reading is an ability that students must master, especially reading comprehension because for students understanding a reading is the key to success in achieving success in school. Reading comprehension is a reading activity

carried out to understand the content of the reading in depth so that readers can find various knowledge and information contained in the reading. According to (Tarigan, 2008: 58) reading comprehension is a type of reading that aims to understand the standards or norms of consciousness, critical reviews, written drama, and fictional patterns. Meanwhile (Somadayo, 2011: 10) states that reading comprehension is a process of obtaining meaning that actively involves the knowledge and experience that the reader has and is associated with the content of the reading. Adequate reading skills can be achieved by balancing it with understanding, thus indicating that the reader has acquired the ability to read. So reading comprehension is reading whose emphasis is directed at the skills to understand and master the content of the reading.

Learning reading comprehension in elementary school plays an important role in learning Indonesian. The ability to read comprehension is always 3 in every learning theme. This shows the importance of mastering the ability to read comprehension, because the ability to read comprehension is one of the basics of Indonesian language and literary skills that must be achieved at the educational level,

including at the primary school level. Not only for teaching Indonesian itself, the ability to read comprehension is also the basis for teaching other subjects. Students who have the ability to read comprehension will find it easier to explore and seek various knowledge and knowledge stored in books and other written media. Reading comprehension can be likened to the key to opening the storehouse of knowledge because through understanding a reading, a person will get more information and knowledge. The ability to read comprehension is the provision and key to the success of students in the educational process. The Ministry of National Education (Depdiknas) recorded that in 2009 the illiteracy rate in Indonesia was 10.1 million people aged 15 years and over. This illiteracy affects the reading ability of students in Indonesia. Based on research conducted by the Progress in International Reading Literacy Study (PIRLS), which is an international study in the field of reading for children under the coordination of The International Association for the Evaluation of Educational Achievement, it shows that the average reading ability of Indonesian children is in fourth place. bottom of 45 countries in the world. This proves that the

reading ability of Indonesian children is still low.

Science and technology continues to develop nowadays. The most appropriate and relevant acquisition is through reading comprehension. So that students are not left behind in their development, an increase in students' reading comprehension skills is really needed. For this reason, efforts that can be made are to foster students' reading interest, motivate students, choose relevant reading learning strategies, and improve students' creative thinking skills. .

The ability to read is very important for our lives, especially in learning Indonesian. Reading is the heart of education, from books we can find various information and knowledge. Through books we can generate and shape a person's character and personality, and through books the civilization of a nation can be awakened. The progress of a nation cannot be separated from how the nation's generation loves books. Teachers and parents must work together to supervise children at home in terms of learning Indonesian during this pandemic. And every learning is done online or online and takes advantage of existing technology. Every day students must read and understand the material that has been given by the teacher through the

WhatsApp group, and to find out the student's reading progress, parents must send a video when students read and once a week a meeting is held in one of the students' homes by implementing health protocols. However, thus there are obstacles, namely if there are parents who do not have cellphones from the school and the teacher provides policies such as loaning some assignments in a package book by the Indonesian language teacher.

METHODOLOGY

Research Strategy

This study aims to improve students' reading skills and understanding in lowgrade Indonesian language learning during the current pandemic. This research is a qualitative approach using interview methods in one of the schools in SDN 9 Cibadak. The learning that is carried out is online / online after that it is continued with students sending videos while reading. The data that has been collected is then reduced, analyzed, so that it becomes a description of the research results.

Research Object

The research subjects were one of the Indonesian language teachers and students. From the results of this study, it is to know the development of students' reading

during the pandemic and how to strengthen students' reading skills during the pandemic.

DISCUSSION

Initial Conditions

In this condition, student learning outcomes are still relatively low, because there are still many difficulties, so that the skills that must be learned and understood are not optimal, especially during the current pandemic. In the initial condition, the students' reading ability is still very low, this can be seen from the value of student learning outcomes which are still below the minimum completeness criteria standard. In the initial conditions the researchers only taught using makeshift learning tools and through online or online. Have not prepared lesson plans, teaching materials, LKPD, evaluation questions and learning media optimally. Researchers are also not optimal in the learning process, so the results of students' reading ability are low. The percentage of student learning completeness in the initial conditions only reached 50% with an average score of 65.

Field Study

From the document analysis, it was found that schools had developed and strengthened the ability to read Indonesian

in grade 3 SD during this pandemic period into online learning. For example, every day students have to send reading videos and two times a week students come to school to be tested for reading by the Indonesian language teacher concerned. This method aims to determine the extent to which students' reading ability. But this method is not going well because when students enter school twice a week it is not only focused on studying Indonesian subjects, but also studying other subjects. In learning to implement activities such as students reading story books that have been prepared by the school, watching video stories and others.

From the document analysis, the researcher found the implementation of strengthening the ability to read Indonesian is included in learning through several subject indicators, supported by developing learning implementation plans, selecting methods, developing learning materials, and assessment instruments both inside and outside the classroom. However, not all Competency Standards (SK) and Basic Competencies (KD).

Result

Based on the results of the interview, the teacher bcommitment in developing

Competency Standards (SK) and Basic Competencies (KD) and strengthening students' reading skills at school and at home. With the existence of Covid-19, teachers and parents are working together to help supervise children / students in learning at school. for example, parents help children practice reading skills at home and supervise every child's development. Of course there are many obstacles when doing this online learning. For example, students' lack of interest in reading, poor network connection, and students do not have cellphones. however, for students who do not have cellphones, the school provides relief for students who do not have cellphones.

Result interview with one of the students, the student explained that the presence of the Covid-19 outbreak is very disturbing for all Indonesian people. Especially in the world of education such as school. And for us as students it is very difficult to learn through this online / online. Sometimes the material provided by the teacher is not well understood by students, cannot study face-to-face, and online learning has many obstacles such as poor internet network connection, and students become lazy

CONCLUSION

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