



Reading and Viewing Ability of Third Grade Students in Elementary School

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ARTICLE INFO

Article history:

Received February 14, 2022

Accepted April 28, 2023

Available online May 25, 2023

Kata Kunci:

Pembelajaran, Bahasa Indonesia, Membaca, Memirsa

Keywords:

Learning, Indonesian, Reading, Viewing



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ABSTRAK

Hasil pengamatan menunjukkan kemampuan membaca dan memirsa peserta didik yang rendah. Oleh karena itu, penelitian ini bertujuan untuk menganalisis pelaksanaan pembelajaran Bahasa Indonesia serta kemampuan membaca dan memirsa siswa kelas III SD. Penelitian ini dilakukan pada kelas 3 dengan jumlah peserta didik sebanyak 20 orang dan wali kelas. Jenis penelitian ini yaitu kualitatif deskriptif. Teknik yang digunakan dalam mengumpulkan data yaitu observasi, dokumentasi, serta wawancara. Teknik analisis data yang digunakan adalah reduksi data, penyajian data, dan penarikan kesimpulan. Pertama, kemampuan menangkap arti dalam bacaan, 11 orang yang tidak dapat menangkap arti bacaan. Indikator kedua, kemampuan menangkap makna dalam bacaan, perlu perulangan dalam menjelaskan soal sehingga peserta didik dapat menangkap makna dalam bacaan. Kemampuan memirsa peserta didik memiliki tiga indikator yaitu pertama, menonton, saat pemutaran video dongeng dilakukan peserta didik terlihat tenang dan fokus. Kedua, mendengar, dalam keterampilan ini peserta didik mendengar video dengan baik dapat dilihat dari respon saat diberi pertanyaan oleh guru terkait video. Ketiga, mencermati, diperoleh bahwa terdapat 16 peserta didik yang tidak dapat menjawab soal LKPD yang diberikan. Disimpulkan pelaksanaan pembelajaran Bahasa Indonesia pada kemampuan membaca dan memirsa menggunakan strategi, metode dan media yang belum dapat mencapai indikator-indikator dalam tujuan pembelajaran.

ABSTRACT

The observations showed that the ability to read and watch students was low. Therefore, this study aims to analyze the implementation of Indonesian language learning and the reading and viewing abilities of third-grade elementary school students. This research was conducted in grade 3 with 20 students and the homeroom teacher. This type of research is descriptive qualitative. The techniques used in collecting data are observation, documentation, and interviews. The data analysis technique used is data reduction, data presentation, and conclusion. First is the ability to grasp the meaning of reading; 11 people cannot grasp the meaning of reading. The second indicator, the ability to grasp meaning in reading, needs repetition in explaining questions so students can catch meaning in reading. The ability to see students has three indicators, namely first, watching when playing a fairy tale video, students look calm and focused. Second, listening. In this skill, students listen to videos well, which can be seen from the response when asked questions by the teacher regarding the video. Third, looking closely, it was found that 16 students could not answer the given LKPD questions. It was concluded that the implementation of learning Indonesian on the ability to read and watch using strategies, methods and media had yet to achieve the indicators in the learning objectives.

1. INTRODUCTION

The curriculum is a set of elements to design, implement, and evaluate the results that have been achieved in the implementation of learning, it can be done from material, non-material aspects to the activities experienced by students during the learning process (Arifin, 2021; Rahmayani et al., 2021). In each subject, learning outcomes are required to be achieved in the curriculum, one of which is learning Indonesian. Bahasa Indonesia learning is a form of implementing the curriculum to realize the objectives of learning subjects in improving the ability of students from first grade to sixth grade of elementary school (Bagus, 2017; Darmawati et al., 2021; Nani & Hendriana, 2019). Language learning is directed to be able to improve communication, utilize literary works, can expand the repertoire of knowledge and language skills (Fatma Dewi et al., 2019; Handayani et al., 2018). Students' abilities in learning Indonesian are listening, speaking, writing, reading, and viewing (Aditya Dharma, 2019; Risnawati & Nuraeni, 2019; R. K. Sari et al., 2021).

The most valuable abilities in life are obtained when a person has good reading skills (Alpian and Yatri 2022). The ability to read is also considered a much-needed communication channel, seen from the

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increasingly rapid development of the times (Gunarwati et al., 2021; Scientifico & Volterra, 2020). The implementation of learning to read is essential because it can make communication run smoothly between students and teachers and is an ability that all student must possess. The ability to read is defined as finding meaning from what is read. Readers try to understand and find the content of reading from background knowledge (N. Fauziah, 2022; Harahap et al., 2021; Pratiwiningtyas et al., 2017). The success of students in the learning process and increasing their knowledge is greatly influenced by their reading ability (Ambarita, 2021; Paramita et al., 2022). Reading is a basic ability that must be possessed by every learner, because in the learning process many activities require reading abilities and every aspect of life involves reading activities (Debyo et al., 2018; Shavshishvili, 2022). Reading is an ability that involves deciphering useful symbols to find out the meaning that has been explained before (Shavshishvili, 2022).

Students have difficulty reading, in the ability to answer questions according to the content of the reading, in the three indicators of comprehension ability, namely the ability to determine main ideas, respond, and retell reading, students still need to improve or be able to decide on the three indicators of comprehension ability (Alpian & Yatri, 2022; Amil et al., 2021; Sari, 2019). Based on research, learners must develop reading abilities or skills from an early age, strong early literacy in grades 1 and 2 will support the smooth understanding of students at the level of reading skills in the next class, so that reading skills in capturing meaning can be mastered and determine main ideas (Laily & Naqiyyah, 2014; Starling-alves & Hirata, 2023).

In the latest curriculum, reading skills have been expanded with the addition of sight ability. Little research has been done on this ability as it is new to the curriculum. In language abilities, in addition to reading abilities, there are viewing abilities, from the results of research conducted (Alpian & Yatri, 2022; Amil et al., 2021; Lim, Weninger, 2020; Sari, 2019). Students felt that learning by using multimodal texts was fun and exciting when carrying out learning. There are efforts made to improve viewing ability in its indicators, namely watching, listening and observing, by rearranging the scope of learning materials and media that are adapted to learning conditions in everyday life (Nisa & Supriyanto, 2016; Zyam & Umam, 2022).

Data from the Central Statistics Agency (BPS) in 2012 showed that 91.68% of the population aged 10 years and over preferred watching television, while only 17.66% liked reading (Kusminar & Muftianti, 2020). This shows Indonesian society's weak reading culture and high viewing culture. They view skills as a response because of the rapid renewal of technology, which aims to make it easier for people to adapt to education from the times (Huri in Mulyadi & Wikanengsih: 2022). The large number of people who have the ability to see the rapid development of technology so that education is not left behind with the results of the times that are accelerating. This research is important to do because it is to find out Indonesian language learning related to reading skills, and viewing skills. Children's reading ability is the main modal to expand education (B et al., n.d.). Where reading ability is an ability that becomes a bridge in other learning, because in the learning process most of the reading activities, while viewing is a new ability in Indonesian language learning and is a response to the rapid technology in education.

Therefore, it is important to conduct research on the ability to read and view language, third grade students at Muhammadiyah Plus Malangjiwan Elementary School (MPMES), cannot understand lesson material well. However, in practice, only a few third-grade students still ask questions when working on the questions presented to determine the text's central idea or message content. Whereas in third grade, students were already at the advanced reading and viewing level and have passed the beginner reading and viewing level in first and second grades, where beginner reading and viewing skills, students can explore syllables, letters, and sentences and read in various contexts (Asmonah, 2019; Salsabilah et al., 2020). The advanced reading skills of third grade students are the mastery of reading and viewing and the ability to get the main idea and message content in the text (Kusumayanti, 2019; Paramita et al., 2022). In addition, MPMES is one of the leading schools. Therefore, this study aims to analyze the implementation of Indonesian language learning as well as the reading and viewing abilities of third grade elementary school students.

2. METHOD

This type of study was qualitative. Qualitative is a type of study to determine and analyze the conditions that occur. Qualitative research is research that uses a natural background to interpret a phenomenon that is done and occurs (Fadli, 2021). In qualitative research, the aim is to make facts/phenomena easy to understand (Adlini et al., 2022). This research design uses phenomenological research. This research is a descriptive qualitative study, which describes and analyzes reading and viewing abilities. This study aimed to tell with a general description and words from the results of data processing in the field.

The subjects of this study were third grade students totaling 20, and the class teacher. The methods used to collect data are observation, interview, and documentation. The steps related to the implementation of research in Indonesian language learning are as follows: 1) seeking information related to learning tools that will be used, 2) observation of the learning process, 3) seeking information related to the learning process that has been carried out to students and teachers.

The instruments used in collecting data are observation of the learning process on reading ability and student observation. The instrument grids are presented in Table 1. Qualitative data analysis was used in this study to analyze data as an effort to organize and systematically search for records of observations, interviews and others to improve research understanding (Fadli, 2021). In this study, the data analysis techniques used were data reduction, data presentation, and conclusion in Table 1. The validation test used is data triangulation. Checking data from various sources is done. In this study, data triangulation was carried out using data collection techniques such as interviews, observation and documentation which would be checked with data sources.

Table 1. Research instrument

Indicator	Observation Indicator
Reading proficiency	Ability of students to grasp the meaning or expression in reading Ability to grasp the meaning of reading
Viewing abilities.	Watching Listening Observing

3. RESULT AND DISCUSSION

Result

The results of research that has been conducted through interviews with third grade teachers at SD Muhammadiyah Plus Malangjiwan. These questions are by daily life to make students interested and attached to the learning being conveyed. "The strategy I used was inquiry, children can find out for themselves by asking questions. I chose this strategy so that children can think first and not only hear my lectures. The apperception is by the inquiry strategy so the children are asked questions, as I asked before, do you like reading or watching fairy tales at home? What is the title of the fairy tale you have read? What fairy tales have you watched or read? Like that ma'am." (third grade teacher).

Based on the results of the interviews and the stages of learning activities in the lesson plans, there were misconceptions that teachers understand about inquiry strategies. In practice, the teacher had given questions, but students can only answered if they think critically and the questions presented were fine. In addition to having apperception in the implementation of learning, the teacher also used learning tools such as media that attract students' attention, in the form of a fairy tale text entitled "*PohonAple yang Tulus*" (The Sincere Apple Tree). The man with the apple tree. The apple tree is sincere to the boy by always helping, like giving apples when he is hungry and giving tree branches to make the boy's house, even though the boy rarely plays with the apple tree anymore. From this study, it was found that students were interested in the text "The Sincere Apple Tree" students read carefully and focused because they had never read the story before. Another media used is a learning video, "*AsalMulaPohonKelapa*" (The Origin of Coconuts) taken from YouTube. In the following video attachment of fairy tales displayed in the lesson, the fairy tale entitled "The Origin of Coconuts" is presented in Figure 1.



Figure 1. Learning Video of Fairy Tales on the Origin of Coconuts

The story of video "The Origin of Coconuts" tells about a boy who begs a witch to become a helpful person, then the witch gives the young man a mandate not to open the box provided before arriving at his destination, but the young man does not keep his promise so that the youth turned into a coconut tree. In the 3.27-minute story, the teacher played the video twice. In the first playback, students listen and watch the video; in the second screening, the teacher asks students to record important things. However, the teacher still needs to give worksheet to students. From the results, the third grade teacher said that the video playback was carried out 2 times with a duration of between 3-7 minutes. Furthermore, in the implementation of learning, the teacher also conducted direct assessments by being given assignments. Besides, the teacher also conducted process assessments when students discussed or answered questions presented by the teacher. At the end of the lesson, the teacher evaluated in the form of questions about the learning that had been done to find out how much understanding and the learning outcomes students are. In the results, third grade teachers said that an assessment was carried out in the learning process.

"The assessments that I did were written, spoken, or circumstantial. With these assessments, it becomes clear which ones have been understood or not from the learning that has been carried out. I also carry out evaluation assessments by giving homework or direct questions, depending on the time too. If the evaluation is carried out directly, later you can immediately know the abilities or learning that the children have understood or not. Children can also ask again for lessons that are not understood." (third grade teacher).

In practice, the teacher had assessed students' ability to learn. The teacher carried out a direct assessment by giving students worksheets to measure reading and viewing comprehension. In addition, the teacher also conducted process assessments; the teacher went around from one group to another holding assessment paper and pens while students carried out discussions regarding the assignments given, namely regarding the moral message of the stories from the fairy tales watched. Based on the process assessment sheet it can be seen that there were 12 students were responsible for the assignments given, 14 students cooperated when discussing, then there were 12 students cared about jobs, and 15 students were confident when making presentations.

The results of the implementation of learning in third grade at MPMES in learning Indonesian can determine students' reading abilities. In reading proficiency, there were two indicators. The first indicator was the ability of students to grasp the meaning or expression in reading. To determine students' ability to get the importance of reading, the teacher asked questions through the worksheet: "what does the apple tree feel?". When the teacher and students discussed the question, all students compactly answered the question, namely "happy." Then the teacher asked the students directly, "what does it mean to be happy?" around 20 students were silent, and the remaining 10 answered questions from the teacher by guessing.

From the study, students have been able to answer questions related to the meaning of the vocabulary in the text, namely, happy. According to the third grade teacher, the answers given by the students were not sad and always cheerful. The answers were correct even though they were not following KBBI (Indonesian Standardization). The teacher did not blame them but felt it was not right. In KBBI, being happy means being contented and relieved without feeling sad or disappointed. From the results of the research, it was found that the teacher had thought openly about students' answers.

The second indicator, the ability to grasp the meaning of reading, is the teacher gives worksheet to students to find out their reading ability, which is in the form of the question "What is the meaning of the text *The Sincere Apple Tree*?". In practice, many students asked the teacher, and it is necessary to explain repeatedly what the question means so that students understand the meaning of the question and can answer. In the study results, third grade students said that it took much work to grasp the meaning of. Here is an attachment to the worksheet of students who did not ask the teacher about questions regarding the meaning of the story. These students tried to answer, and the results were incorrectly presented in [Figure 2](#). As well as there were worksheet of students who repeatedly asked twice. The correct answers were shown in [Figure 3](#).

One of the student worksheet result in [Figure 2](#), students who need help understanding the questions and asking the teacher, the results of the student's answers need to be corrected. In [Figure 3](#), students repeatedly ask twice related questions about the meaning of the story, then the teacher gives directions to re-read and explains that the purpose is the same as the contents of the story; after being given orders, students can answer questions correctly. So, asking again needs to be done because students need help understanding.

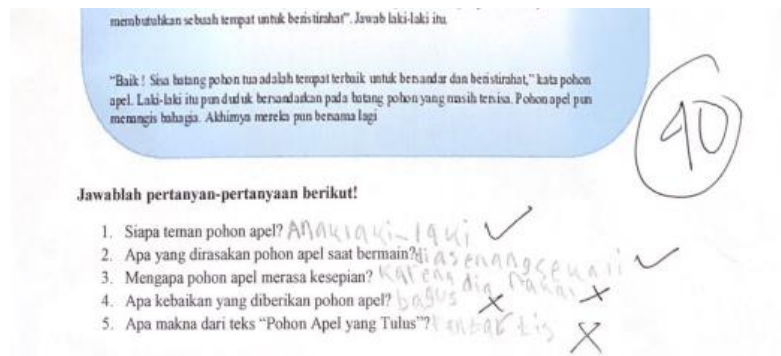


Figure 2. Student Worksheet 7 on Reading Comprehension Ability

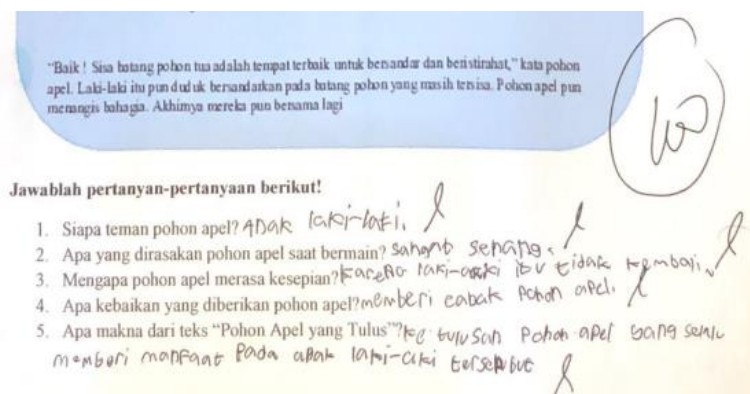


Figure 3. Worksheet 2 on Reading Comprehension Ability

In addition to knowing reading ability, in the implementation of Bahasa Indonesia learning in third grade at MPMES, one can also find out students' viewing abilities. The indicators of viewing skills are watching, listening, and observing. The first indicator of viewing skills is watching. The students, when shown the video entitled "The Origin of Coconuts," looked calm and focused on protecting. This was because the students felt interested in the video they are watching; another reason was that the story is being saved for the first time. The following are students' answers to the video entitled "The Origin of Coconuts." "Yes, I like it because I don't know the story." (student 2). "nice video." (student 3). "the video is good, and the story is interesting." (student 4). "I like the video; it's good; I haven't watched the problem, Ms. (student 5). "good, like the same story." (student 6).

The second indicator of viewing skills is listening. In listening skills, students responded to questions given by the teacher related to the video that is displayed. In the results of the study, students listened carefully to the story in the fairy tale "The Origin of Coconuts" so that students could answer questions directly from the teacher, such as "who is the character in the video?" and "what did the young man ask the wizard?". The skills of students seen from the implementation of watching learning in listening to videos have a positive effect. When given a question, students are interested when answering. Students presented an excellent response, namely being able to respond directly to the questions provided,

The third indicator of viewing skills is observing. In this skill, it can be seen from the work of students, the teacher gives questions related to viewing skills in attending, namely "What is the story about the Origin of Coconuts?" and "What is the message contained in the tale of the Origin of Coconuts." From the work results, 16 students needed help answering the question. In the implementation of learning, playing a fairy tale video entitled "The Origin of Coconut Fruit" is carried out twice. In the first screening, students watch it, and in the second screening, students are asked by the teacher to monitor and record things that are considered necessary in the video being watched. , after finishing watching the screening, the two students were worksheet given . "The answer is difficult, ma'am; I can't watch the video anymore because." (student 6). "The video is only played 2 times, so I can't answer." (student 7). "The video keeps on playing, so I can answer only 2 times earlier." (student 8). "Forgot about the story earlier, watched it 2 times earlier." (student 9). "Only watched 2 times, ma'am." (students 10). In the learning step, the teacher plays the video. The value of students in answering questions related to observing skills is presented in Figure 4.

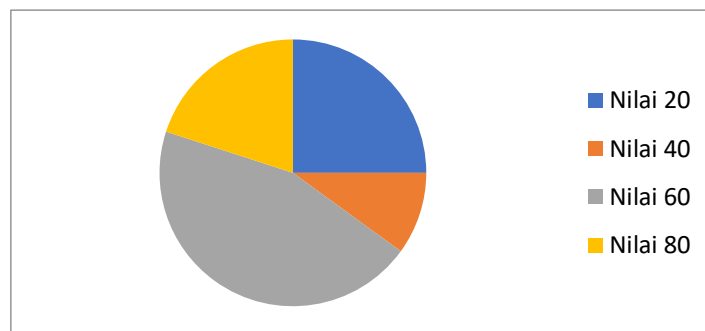


Figure 4. Assess Observing Ability

In the ability to observe, it can be seen from the results of this study that only 20% of students could answer questions with scores above the average, namely 80. The minimum score in MPMES was 7.5. So, students who still need to fulfill the minimum score were 80%. There needs to be a repetition of more than 2 times in playing fairy tale videos, or it needs to be explored further regarding the method of playing the tape so that students can pay close attention to the videos they are watching.

Discussion

Based on the results of the research, the inquiry strategy is used by third grade teachers at SD Muhammadiyah Plus Malangjiwan in learning to read and view. In reading ability, students can achieve indicators, ability of students to grasp the meaning or expression in reading, although there is a need for reaffirmation (Anggraeni et al., 2021; Herlinda, 2014; Muhammad et al., 2019). In addition to knowing reading ability there is the ability to view, the indicators of viewing skills are watching, listening, and observing need to be considered in the implementation of learning (Fauziah & Hidayat, 2022; Pratiwiningtyas et al., 2017). The results show that the implementation of learning is carried out using appropriate strategies, media and other devices. Then students can master reading learning even though there is a need for reaffirmation and in learning to view when working on questions students find it difficult because the video has been played before the LKPD (worksheet) is distributed.

Third grade teachers used the inquiry strategy at MPMES in learning to read and watch. Inquiry learning strategies are a series of teaching implementations that emphasize critical thinking processes to seek and find answers to a questionable problem as a trigger (Gogahu & Prasetyo, 2020; Yusniar, 2020). With these questions, students understand the meaning of reading and the content of fairy tales. The inquiry learning strategy is a series of learning implementations emphasizing critical thinking processes to seek and find answers to a questionable problem as a trigger (Yusniar, 2020; Linda Croxford, 2022). The questions given to students are in the form of issues which in answering these questions require critical thinking, not just questions as triggers.

In the implementation of learning, the teacher used the media to facilitate the implementation of knowledge. The media used was in the form of a fairy tale text entitled "The Sincere Apple Tree" and a learning video taken from YouTube entitled "The Origin of Coconuts." The use of learning media helps support the quality of understanding implementation and can attract the attention of students (Ahmad Zaki, 2020; Ari Agustina, Arifin Muslim, 2020). Using academic press will make it easier for students to capture knowledge and increase their learning motivation because learning media is exciting and easy to understand (Ahlquist, 2023; Susilo, 2020).

Then at the end of the implementation of learning, the teacher conducted an assessment, according to the Ministry of Education and Culture (Aini et al., 2022; Rawlley & Mehra, 2020). Assessment in the learning process can show changes in students' abilities (Astalini et al., 2019; Mula-falcon et al., 2021). It takes an open-minded way of understanding students when answering questions related to understanding the meaning and expressions in the reading. Open thinking or open-mindedness transforms knowledge or information into new views, looking for relationships between different things and seeing between one another (Masitoh & Prasetyawan, 2020; Sariningsih & Herdiman, 2017). The ability to read is not just seeing the symbols of the writing that are read but also must be able to understand what the meaning and meaning is contained in the report that is read. Students' reading ability is the key to success in the learning process because most ways to gain knowledge are by reading. The ability to read and understand the content and meaning in reading is a prerequisite in mastering and increasing students' knowledge; reading is an activity of understanding reading (Sarika in (Apriani, 2022; Shavshishvili, 2022).

Furthermore, in the implementation of observation learning, there are also abilities to be achieved (Zyam & Umam 2022). Indicators contained in the ability to see are watching, listening, and observing.

When students watch learning videos, seriousness and focus affect learning outcomes (Andriyani & Suniasih, 2021; Melda et al., 2021; Zyam & Umam, 2022). Students will focus on managing when the footage shown has never been surveyed. Learning activities through observing activities when using audiovisual media can stimulate students to be more focused and focused when learning (Jampel & Puspita, 2017; Nurrokhman, 2020). Listening indicators in viewing ability can be seen when students can answer questions in the form of characters or descriptions of the stories they watch. Perception when using learning video media is positive because through video media, students' listening comprehension becomes better, and students are more interested in answering the questions given (Arani in Susilo: 2020).

The third indicator in the ability to watch is observing; looking at the video shown to understand the content and conclude the conclusion and moral message in the story (Zyam & Umam 2022). In understanding the scope and completing the report, more consideration should be given to implementing the learning that will be carried out. Ideally, the implementation of education is done with the teacher giving the worksheet first, then explaining the material being studied or listening to the lesson by (watching/watching), and asking students to discuss or work on the worksheet (S. Handayani, 2017; Salsabila et al., 2020).

The results of this study indicate that the implementation of Indonesian language learning in the ability to read and view that that teacher learning used an inquiry strategy that asked questions to students as a stimulus. Then the teacher gave an apperception in the form of a question and answer according to the inquiry strategy. Furthermore, the teacher used learning tools such as media that attracted students' attention, such as a fairy tale text entitled "The Sincere Apple Tree" and learning video media allowed "The Origin of the Coconut Tree". In learning the teacher carries out a direct assessment by being given an assignment; besides that, the teacher also conducts a process assessment, and at the end of the lesson, the teacher provides an evaluation.

The ability to understand reading has indicators, namely the ability to grasp meaning or expressions in reading, and the ability to get a sense of reading. The ability to understand reading in third grade of MPMES in the first indicator, the power of students to grasp the meaning in reading, was carried out by the teacher by being asked questions through worksheet, around 20 students were silent, and the remaining 10 answered questions by guessing. The second indicator is the ability to capture meaning in reading. The teacher gives worksheets to students to find out their reading ability; in practice, many students ask questions to the teacher that need to be explained repeatedly so that students understand the meaning of the question and can answer. Viewing ability has three indicators, namely watching, listening and observing. Viewing ability in third grade of MPMES, in the first indicator is watching, students when shown a video entitled "The Origin of Coconut Trees" look calm and focused on protecting. The second indicator is listening; in listening skills, students respond to questions given by the teacher related to the video shown. When viewed, this ability is seen in the results of student work, the teacher asks questions related to the ability to see, and 16 students cannot answer these questions from the results of their work.

4. CONCLUSION

The study results show that learning is implemented using appropriate strategies, media and other devices. Then students can master reading learning even though it needs reaffirmation, and in learning to see when working on questions, students find it difficult because the video has been played before the LKPD (worksheet) is distributed. It was concluded that the strategies and tools used had not fully achieved the indicators of the ability to read and see; there was a need for reaffirmation in the implementation of learning.

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