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ABSTRACT

The goal of this research was to discover how teaching literacy might improve the reading abilities of Class IV pupils at St. Vincentius Noongan Catholic Elementary School. We can increase kids' comprehension of reading texts and help them read correctly through literacy learning. The sort of study that will be employed is class action research (CAR). Classroom action research is carried out in order to solve issues and enhance teaching quality. Teachers do a sort of study known as classroom action research to solve issues in their classrooms. The goal of this study is to present a summary of the advancement of students' reading outcomes through literacy learning for students in St. Catholic Elementary School's class IV. Noongan, Vincentius. This classroom action research (CAR) includes four processes: preparation, activity, observation, and reflection. The findings of this study demonstrate the importance of the teacher's involvement in enhancing literacy learning for children so that they can accurately interpret the text, as well as the role of parents of kids after school. pupils' parents must also assess what their children may learn at school, such as the assignments assigned by the instructor, so that pupils always have parental support for the necessity of solid reading abilities.

Keywords: Efforts, Improve, Reading Ability, Literacy Learning

1. INTRODUCTION

Competent and reliable human resources (HR) are an important component of the progress of a nation [1]. Serious and sincere national efforts are needed to produce quality human resources [2][3]. This is certainly not as easy as turning the palm of the hand. Only with quality education, which is the benchmark for the development of a nation, can strong human resources be realized.

Building superior human resources (HR) is part of the vision of realizing an Advanced Indonesia. The direction to get there is not easy. Communities need to be invited to develop a reading culture in order to be able to improve the quality of their literacy

Quality human resources are urgently needed to create a complete Indonesian human being in order to face all the challenges of globalization. Improving the quality of human resources can be done in various ways. One of the government policies that is quite important to improve the quality of human resources is to increase literacy skills through the literacy movement [4].

In other words, one's literacy in reading and writing must be stronger than oration skills (listening and speaking). Reading is communicating one's imagination to readers who are liked and understood by someone. Reading can also be considered as a process of acquiring knowledge from general written works. Literacy and reading are closely related [5].
According to the mission statement of the current Indonesian education system, literacy is a very important skill [6]. Literacy is a concept with dynamic and various connotations that is always defined and viewed from different angles.

A person can be said to be literate when he is able to understand some of the information well from the results of his reading and respond to his understanding according to what he has absorbed. So that all knowledge domains require literacy [7]. Using literacy as a deposition or interpreting all kinds of information to build people with broad knowledge [8].

Reading is a basic ability needed to learn everything [8][2]. When engaging in activities related to literacy, writing or speaking, students and teachers alike apply literacy as a very interesting and important type of learning. However, not all students have good reading skills and some of the students may have difficulty understanding reading texts because this is the most important thing for literate students to be able to participate in the learning process, communicate, and understand what is spoken or written as a learning activity [9][10].

Because all information and knowledge is obtained through reading activities, the ability to read can be an important factor for students and one of the keys to success in life. Reading books more often increases one's knowledge, and vice versa: the less often one reads books, the more limited one's knowledge is[11].

In addition, the teaching aspect cannot be separated from the learning process or learning outcomes. To achieve the set learning goals, the teacher plays an important role in developing a successful learning environment. The ability to use effective methods to develop quality human resources through reading comprehension is the main responsibility of the teacher. A nation needs human resources.

The role of the teacher at St. Vincentius Noongan Catholic Elementary School is trying to maximize the teaching and learning process, but they rarely carry out literacy activities at school. And the way students absorb understanding is also different. When the teacher explains that there are still students who don't pay attention, there are those who tell stories with friends, there are those who are busy sharpening pencils, and so on. Therefore, students' understanding of learning is not effective.

That's why we teach students who don't know the importance of reading and doing all the time. Improving students' reading skills does not only depend on teachers at school, but can also be learned anywhere. to stimulate students' interest in reading, this can be done by presenting students with books with lots of colors, as well as interesting and imaginative pictures, which stimulate students' interest in reading, and also have a major impact on student development, interest in reading and ensure students understand what they read. Therefore, reading picture books is an alternative and effective [12].

Reading skill is one of the basic language skills taught in school. Teaching reading must contain efforts that can bring a series of skills. These skills are closely related to the processes that underlie the mind, the more skilled a person is in speaking, the more intelligent and clear his thoughts will be.

Reading is one of the receptive written language skills. It is called receptive because by reading someone will get information, knowledge, and new experiences. All that is obtained through reading will enable the person to be able to enhance his mind power, sharpen his views, and broaden his horizons.

Therefore, learning to read in schools has an important role. In learning, teachers can choose discourses related to national figures, heroism, archipelago, and tourism. In addition, through examples of learning to read, teachers can develop moral values, reasoning abilities, and students' creativity.

The term literacy has a relationship with letters so that someone who is able to carry out reading and writing activities basically has literacy skills. Literacy culture, especially reading, is a component that plays an important role in human life, because with it a person can transfer knowledge and be able to develop thoughts from reading reading sources or other sources of information.[13].

In accordance with the background information described above, the problems in this study are put forward as follows: How to improve reading talent through literacy learning for fourth grade students at St. Vincentius Noongan.

Based on the results of observations on May 16, 2023, the reading ability of fourth grade students through literacy learning at St. Vincentius Noongan found a number of things, namely: 1) Students are still less able to read. 2) And lack of understanding of the reading text. 3) Students still lack interest in reading. Based on the formulation of the problem above, the aim of the researchers was to determine the reading ability of fourth grade students through literacy learning at St. Vincentius Noongan.

2. RESEARCH METHOD
Classroom Action Research (CAR) is the name given to this type of research. The purpose of this classroom action research is to solve problems and improve the quality of education [12] [14]. The purpose of classroom action research is to help teachers find solutions to problems that arise in the classroom. The purpose of this research is to provide an overview of how the Literacy Learning technique at St. Vincentius Noongan Catholic Elementary School improves student learning outcomes in terms of reading ability. Especially in class IV students. There are two stages in this research, namely action and observation (observation) [15].

The focus of this research is Efforts to Improve Reading Skills Through Literacy Learning for Class IV St. Catholic Elementary Schools, Vincentius Noongan. Classroom Action Research (CAR) is being carried out in the even semester of the 2022-2023 academic year. The subjects of this study were the fourth grade students at St. Vincentius Noongan Catholic Elementary School with a total of 8 students.

The stages of observation, documentation, and interviews were used as research instruments. The research method describes the facts in accordance with the data obtained. By knowing the level of students' reading ability and obtaining student responses to learning activities and student activities during literacy learning. Qualitative descriptive data analysis technique to be used in this study.

3. RESULTS AND DISCUSSION

In dealing with the impact of technology on the erosion of literacy culture, the growth and improvement of literacy culture is very important for children. Because mastering literacy will give birth to the characteristics of a generation that has extensive knowledge, is intelligent and qualified in various fields of science so that it can lead Indonesia towards a more productive future and eliminate the low rate of interest in reading among Indonesian people.

By preserving literacy culture, it can create a generation of people who are also intelligent in various fields of knowledge because of their skills in mastering literacy. In addition, mastery of literacy can also affect the standard of living of the Indonesian people to become a society that has an attitude of reasoning and critical thinking about everyday life, especially facing the challenges of globalization in today's digital era [13].

This Classroom Action Research was conducted at St. Catholic Elementary School, Vincentius Noongan. The subjects in this study were class IV students, totaling 8 students. With different abilities.

After carrying out class actions by implementing reading literacy learning, with Indonesian language learning material to improve students' reading abilities. Because students are less actively involved in learning, lack of attention in lessons, the learning process becomes less attractive to students. And as a step to improve student learning outcomes with confidence during the learning process student learning activities take place.

Researchers provide encouragement and motivation to students, so that they pay more attention to each vocabulary that will be read. As well as researchers also implement a 30-minute literacy requirement and form student groups in groups of students who like to read, and this activity is carried out every day in class before starting learning. Determination of groups who like to read 30 minutes before starting learning is done in order to create better collaboration and group discussions, each student with better reading skills, is asked to read a text in front of the class and other students observe and listen carefully to each vocabulary, the words the student reads, the reader is asked to be able to explain the contents of the text that has been read. This action is carried out every day alternately by the students. The purpose of the researchers in carrying out this activity is to create reading groups in the St. Catholic Elementary School environment. Vincentius Noongan. As well as being able to increase the confidence of students who dare to appear in public.

The results of the interviews we conducted with the teacher/homeroom teacher for class IV showed that there were still students in class IV who could not read actively. Things that make students' lack of interest in reading are influenced by, lack of reading habits, lack of understanding of the importance of reading and lack of support from parents and the environment. Besides these problems, school facilities are also the reason why students are not interested in reading, according to our observations while teaching at the school. The school still lacks facilities or books that students are allowed to read according to their interests, and the school does not yet have a library room, this causes these students to lack interest in reading.

3.1. Steps for Solving Class IV Students’ Problems in Improving Reading Ability Through Literacy Learning

The low literacy culture in early childhood or elementary school children is currently a challenge for teachers and parents in reviving a literacy culture. Because the cultivation of a literacy culture from an
early age can produce young people with extensive knowledge so they have competence in their fields. In growing or improving a literacy culture in children, especially elementary school-age children, the role and support of various parties is needed [16].

In order for a problem to be resolved properly, of course a solution must be found for every problem that occurs in this life [17] [18]. Similar to the problem of slow literacy development in elementary school students, effective solutions must be found and put into practice to help students improve their reading literacy skills. In this situation, every party involved with children has a responsibility based on their capacity to overcome the problem of poor student literacy development. In order to improve children's reading skills and play a strategic role in efforts to build a literate generation (students) for the Indonesian state, policy makers, schools, teachers and parents have their respective roles and tasks [18].

The first thing to do in solving this problem is to look for the main problems faced by students in reading skills. According to observations, the reading tests and interviews we conducted with the homeroom teacher of grade IV, the students had limited vocabulary, difficulty understanding texts, and lack of motivation or encouragement to students about the importance of good reading skills. In this case the researcher can take steps to solve the problems of students who lack good reading skills.

a. Teaches and Expands Vocabulary

Reading as a process of obtaining meaning from print. Reading is not just a passive and receptive activity, but requires the reader to think actively. To derive meaning from the text, the reader must include the language setting itself. Without these things a piece of text does not mean anything to the reader.

Expanding the students’ vocabulary, the researchers carried out various activities such as creating a reading group, this activity was like reading a book 30 minutes before starting the lesson, in this reading group the researchers carried out structured reading exercises, and students discussed the words that unknown, and create a list of new vocabulary words.

The more often children read books and other reading sources, it will help students enrich their vocabulary.

b. Providing Reading Resources/Reading Corners

In this case the researchers and teachers of St. Vincentius Noongan Catholic Elementary School provide reading sources that are appropriate to the reading level of students, such as providing story books, magazines, bulletins, and other reading materials that interest students. Through reading literacy learning methods that apply every the day before starting the lesson, the researcher made a reading corner in class VI and we made the reading corner a library for all students, the researcher also decorated the room with posters that could attract students to enter the room and invite students to read well everyday.

Through the reading corner provided, it will help students in practicing the habit of reading. Reading they can do before starting learning, during breaks or when there is no teacher in class. It's just that the problem faced is that there are still limited interesting books for students to read. So that students are not so interested in reading or improving literacy.

c. Collaboration with Parents

In addition to the role of researchers and also teachers in the elementary school, parents also have an important role in improving students' reading skills, teachers and researchers provide information to parents about the steps they take at home to help improve reading skills. their children. Provide helpful advice and resources, as well as communicate regularly with parents about student progress.

With the involvement of parents in improving children's reading skills really make a big contribution. This is because children spend more time at home or with their parents. Therefore, the role of parents is very big. Parents should be able to control their children's time at home.

Of the three ways above, students still need guidance to learn to read. For this reason, reading literacy must be applied before learning activities begin. Students must be taught effective reading strategies, such as predicting, asking questions, looking for keywords, and using context to understand the meaning of unfamiliar words. Provide adequate training and support to apply these strategies while reading. Increased access to reading materials Implementing a regular reading programme. Setting aside specific time in the daily schedule for reading in class, either through individual reading programs or in small groups.

For this reason, the researcher encourages students to read widely and explore various types of texts. Encourage students to read independently and discuss reading material they enjoy. This program may also include an after-hours reading tutoring program.

4. CONCLUSION
Based on the data and facts described above, some conclusions that we can draw are as follows. First, based on what has been examined by research which states that there are still fourth grade students who cannot read. This requires more intensive and targeted interventions for students who cannot yet read, so the focus should be given to basic reading learning, including letter recognition, sound pronunciation, and phonemic skills. Second, the lack of students' interest in reading. Interest in reading is an important factor in improving reading skills, therefore appropriate strategies are needed to increase students’ motivation and interest in reading, such as creating a supportive environment, introducing interesting reading materials, holding fun reading activities, and involving parents in supporting activities. read at home. Third, the challenges faced by elementary school students in developing reading skills are due to the inadequate reading literacy environment available. Therefore collaboration between teachers, parents, and other related parties is very important in improving students' reading skills.

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REFERENCES


