

## INTEREST IN READING IMPROVES THE QUALITY OF BASIC EDUCATION

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### **Abstrak**

*Teachers are role models for their students, exemplary behavior at school is total exemplification, not only with regard to normative matters but as a whole. Likewise with reading, the example set by teachers at school will continue to stick with children until they return home, until they grow up. Because children can learn from observations and experiences they go through. As one of the assumptions of social cognitive theory is, "people can learn by observing other people". This theory has developed through research by Albert Bandura, Dale Schunk, Barry Zimmerman, quoted by Jeanne Ellis Ormrod (Ormrod, 2009). Therefore, if the teacher's reading interest is high, the teacher will influence students' reading interest. Teachers who are very interested in reading will try to foster a love of reading in their students.*

**Keyword:** Interest In Reading Improves The Quality Of Basic Education.

### **Introduction**

Interest, according to Mulyasa, is a tendency and high enthusiasm or a great desire for something (Mulyasa, 2011). Interest according to Hidi, Renniger, and Krapp, is a form of intrinsic motivation, namely in the form of feelings of pleasure, excitement, and liking (Ormrod, 2009). Psychologists differentiate interests into two, namely situational interest and personal interest. Situational interest is interest that is triggered by something in the surrounding environment, such as new, different, unexpected, current affairs, nature, and activities that contain strong emotions such as fictional stories, films, and music (Ormrod, 2009). Meanwhile, personal interests are interests that lie within the self, are relatively stable over time and produce consistent patterns in the choices made (Ormrod, 2009).

As for reading, according to Hodgson, quoted by Tarigan, it is a process carried out to obtain the message the writer wants to convey through the medium of words or written materials (Tarigan, 2008). Reading has a very important social role in human life throughout time (Tarigan, 2008). Reading is a process that is related to language. Harimurti Kridalaksana said "Reading is extracting information from text, whether in the form of writing or from pictures or diagrams or from a combination of all of these"

(Kridalaksana, 1984). Soedarso states that "reading is a complex activity involving a large number of separate actions, people must use understanding and imagination, observe and remember" (Soedarso, 1989). In line with DP's expression. Tampubolon: "reading is a physical and mental activity that can develop into a habit" (Tampubolon, 1986). Experts say that people who can read well are people who usually think well; he has a basis for opinion and test material for consideration (Tarigan, 2008).

Meanwhile, interest in reading is a strong desire accompanied by a person's efforts to read (Rahim, 2007). So, a teacher's interest in reading is a teacher's strong desire accompanied by the teacher's efforts to read. Because, apart from continuing to learn to improve reading skills, teachers and prospective teachers also teach reading intensively because the level of reading interest of students and students also determines the future of a nation and state. Examples of good behavior are very important for children, teachers are parents at school so the reading activity that the teacher models is one of the activities that is appropriate for students to photocopy (Leonhardt, 2001). Apart from that, reading requires attention, reading requires repeated practice, and reading requires habit (Leonhardt, 2001). Parents at home and teachers at school each have an important role in growing and maintaining students' interest in reading.

## **Research Methods**

The research method used is a qualitative method with a literature review type of research. This means that the data source is obtained based on library documents in the form of books, journals or other forms of literature that are relevant to the content of the research study.

## **Research Results And Discussion**

Efforts that need to be made to increase interest in reading according to Tarigan need to pay attention to two things, namely providing time for reading and choosing good reading (Tarigan, 2008). The details can be explained as follows:

### **1. Make time to read**

According to Kathryn Rivai, quoted by Satria Darma, the essence of future education is reading. Love of books must be developed by reading every day. In Malaysia, a "silent reading" program is implemented, this program requires students to read 20 minutes every day in class (Rizali et al., 2009). In New Zealand, a "reading recovery" program is implemented, this program helps children who have difficulty reading by being guided by a reading recovery teacher for 30 minutes every day (Dryden & Vos, 2002). Because reading requires practice and repetition, and only people who really enjoy

reading are willing to devote some of their time to reading. Mary Leonhardt states to parents, “look for schools that give children time to read in class” (Leonhardt, 2001).

According to Tarigan, what is meant by providing time for reading is:

- a. Regular time to read. Reading greatly influences personal progress, so loyalty to the time to continue reading, even if it is short, will provide more space for reading.
- b. By carefully considering all the relative values of time demands, this will help a lot in time management.
- c. Provide several books and magazines that can be read immediately.

Reading time does not have to be at a special time and in a special place. Reading time can also be reserved for waiting for a bus, on the bus, waiting for friends, waiting for a lecturer, waiting for food orders at a restaurant and there are lots of opportunities to squeeze in time by reading (Tarigan, 2008).

## 2. Choose good reading

Choosing good reading can mean choosing books that suit the reader's interests and development (Leonhardt, 2001). For teachers, books related to teaching are very relevant. However, reading various kinds of books is also good for broadening your horizons and opening your horizons of thought. According to Tarigan, there are several reasons for choosing good reading.

- a. Some books are read for pleasure. Good readers will enjoy all the books they read, from light reading books to serious ones according to their temporary physical, emotional and intellectual interests.
- b. Some books are read with the intention of knowing world developments. This kind of interest will lead to reading in areas of scientific interest such as science, politics, religion, philosophy, music and art.
- c. Reading books by famous authors is very important, because their works are considered an element of the background of an educated person.
- d. Read books recommended by other people, for example friends, classmates or colleagues, teachers or parents.
- e. Read books from authors the reader already knows. Experienced readers want to return to the works of authors whose previous books were very interesting and satisfying.
- f. Reading books that are shown on a white screen and turn out to be interesting, usually include biographies of extraordinary people and novels.
- g. Read biography or history. Knowledgeable people will devote most of their reading time to these types of books.
- h. Read books related to vocational and religious interests, because their contents provide a lot of information (Tarigan, 2008).

Every aspect of life involves reading. Reading is increasingly important in an increasingly complex society. Because the ability to read is a requirement of the reality of everyday human life. Thousands of book titles and millions of newspapers are published every day (Tarigan, 2008). Various information is packaged in written form. So that makes reading skills the only way to access as much information as possible. Reading has certain goals for the reader. The purposes of reading can be categorized as follows:

- a. In general, reading is getting information, gaining understanding, and getting pleasure.
- b. Specifically, the purpose of reading is to obtain factual information, obtain information about something specific and problematic, provide an assessment of someone's written work, obtain emotional pleasure, and fill free time (Nurhadi, n.d.).

According to Tarigan, the main purpose of reading is "to seek and obtain information, including content, understanding the meaning of reading" (Tarigan, 2008). The meaning here is closely related to the purpose of reading. According to Tarigan, people's purposes for reading are: (1) reading to obtain details or facts; (2) reading to obtain main ideas; (3) reading to obtain sequence or structure, story organization; (4) reading to conclude or reading inference; (5) reading to classify; (6) reading to assess or read for evaluation; and (7) reading to compare or contrast.

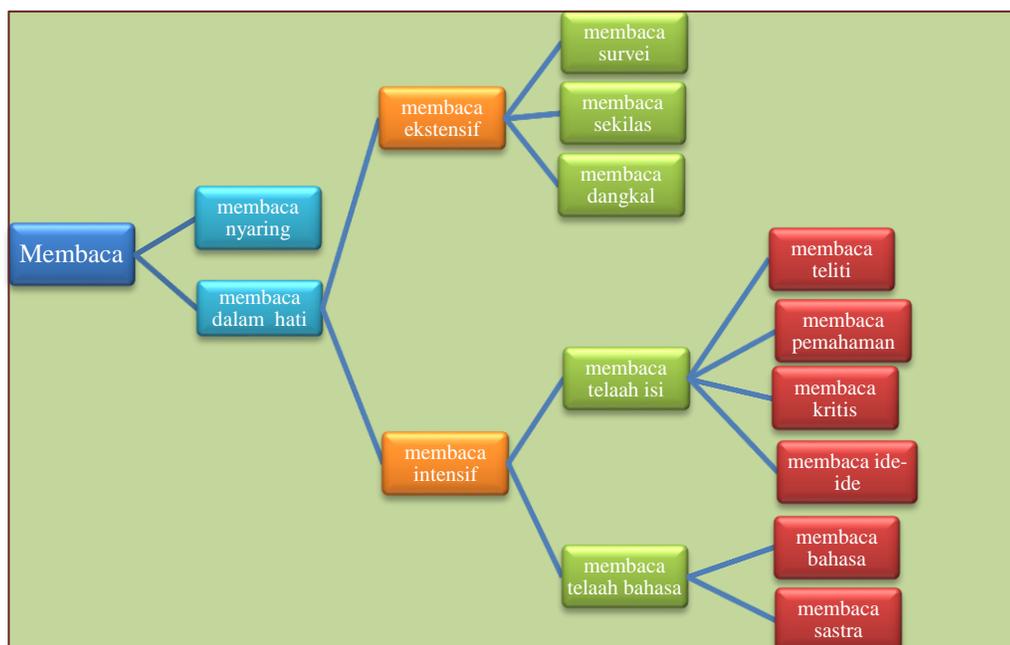
A teacher who continues to develop himself in improving his ability to read can always update his knowledge, especially regarding the latest research developments. This knowledge is obtained by teachers by reading the latest research results and applying research results that can be applied in learning activities (Arends, 2008). Mary Leonhardt gives 10 main reasons why people without exception must foster a love of reading, especially in children.

1. Only children or individuals who really like reading are willing to spend most of their time reading.
2. Children who like to read have a higher sense of language, namely speaking, writing and understanding complex ideas better.
3. Reading will provide wider insight into diversity, making learning in all things easier.
4. At higher levels, only children who like to read have superior language skills in understanding difficult languages, foreign languages, history and science.
5. The special ability to read is likely to be able to overcome the problem of children's lack of confidence in their academic abilities because they will be able to do their school work with only a little time and emotional energy.
6. A love of reading will give children a diversity of perspectives.

7. Reading can help children have a sense of compassion (understand other people's views). Reading becomes a means to bring children into thousands of different patterns of life, making them understand life in its complexity.
8. Children who enjoy reading will be faced with a world full of possibilities and opportunities.
9. Children who like to read will be able to develop creative thinking patterns within themselves.
10. The love of reading is one of the main joys in life (Leonhardt, 2001).

Kathryn Rivai in Dharma, states that the essence of education in the future is reading. Because reading is one of the most important functions in life (Rizali et al., 2009). Reading must become a necessity for life and a nation's culture, then a nation can move to a higher level and become an educated, knowledgeable, competitive and creative nation. All learning processes are based on reading ability. Schools and parents must educate children to love books and have reading skills. Love of books and reading must be a habit every day. This is none other than because reading is God's first command to the Prophet Muhammad for the Islamic ummah (Rasyad, 2010). Reading is the obligation of Muslims to become the people who love reading the most. Rasulullah SAW released captives who did not have the funds to ransom with the obligation to teach reading and writing to ten Muslim children as ransom. This was done during the Battle of Badr.

Because reading requires continuous repetition and practice, each individual must continue to improve their ability to read. According to Tarigan, reading is a complex skill, involving a series of smaller skills. He continued, there are two important aspects in reading, namely: (1) Mechanical skills, these skills are considered to be in a lower order, including: recognition of letter shapes; introduction of linguistic elements (phonemes/graphemes of words, phrases, clause patterns, sentences, etc.); recognition of the relationship between spelling patterns and sounds (the ability to sound out written material); and reading speed. The most suitable aspect of mechanical skill is to read aloud. (2) comprehension skills, these skills are considered to be at a higher level. This aspect includes: understanding simple meanings (lexical, grammatical, rhetorical); understand significance or meaning (author's intent and purpose, relevance of cultural circumstances and reader reactions); evaluation or assessment of content and form; and flexible reading speed, which is easy to adjust to circumstances (Tarigan, 2008). To achieve aspects of understanding skills more precisely by reading silently. To simplify the relationship between aspects and types of reading, it can be seen in the following picture:



**Figure 2.3**

Reading Process

Source: Henri Guntur Tarigan (Tarigan, 2008)

From the picture above you can understand that the reading process is seen from whether you hear it or not when reading, it is divided into two, namely: reading aloud and reading silently. Each of these reading processes requires skill. Reading at a higher level, namely at the teacher level, according to Tarigan, reading aloud skills "must master perception skills (vision and responsiveness) so that he recognizes and understands words quickly and precisely" (Tarigan, 2008). People who are skilled at reading aloud will be precise in determining word groupings, intonation, clearly and fluently.

Reading silently is mostly done by people. In contrast to reading aloud which activates hearing, sight, memory and muscle memory, reading silently only activates sight or sight and memory (Tarigan, 2008). Reading silently is divided into extensive and intensive reading. What is meant by extensive reading is reading widely, because the related materials are so abundant that relatively low comprehension and understanding is sufficient (Tarigan, 2008). Meanwhile, intensive reading is careful study, thorough research and detailed handling, which is carried out in class in the form of short assignments of approximately two to four pages a day (Tarigan, 2008).

Extensive reading includes: survey reading such as researching, browsing and checking readings; According to Albert, Tarigan quoted skim reading as choosing three

main objectives, namely to obtain a general impression from the reading, find certain things from the reading and find the necessary materials in the library (Tarigan, 2008); as well as shallow reading to get entertainment such as reading short stories and comedies. Meanwhile, intensive reading consists of: (1) content review reading, namely: careful reading, reading comprehension, critical reading and reading ideas; and (2) reading language studies, namely reading language and reading literature.

Teachers are role models for their students, exemplary behavior at school is total exemplification, not only with regard to normative matters but as a whole. Likewise with reading, the example set by teachers at school will continue to stick with children until they return home, until they grow up. Because children can learn from observations and experiences they go through. As one of the assumptions of social cognitive theory is, "people can learn by observing other people". This theory has developed through research by Albert Bandura, Dale Schunk, Barry Zimmerman, quoted by Jeanne Ellis Ormrod (Ormrod, 2009). Therefore, if the teacher's reading interest is high, the teacher will influence students' reading interest. Teachers who are very interested in reading will try to foster a love of reading in their students.

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