

STORYTELLING IMPROVING THE INTERESTS OF READING CLASS V

Walminto Slamet Hidayat, Kabul

tmg13163@gmail.com, slamethidayat76@gmail.com, tmg13191@gmail.com

Abstract

Reading especially for elementary school students is for some students reading is a frightening but for some students also a very pleasant activity. Teacher has a role to lead the students on language skills especially reading. As the school which is located in the corner of Temanggung city, Campurejo village is located approximately 40 kilometers from the center of Temanggung, Central Java.

Elementary school students of 5th grade belong to delightful children; most of the children have an advantage from reading. Students' activities have been a very positive and a very helpful for teachers to teach reading fluently and students will be accustomed to work on the problems related to reading. On the other hand, many students will gain knowledge and experience.

This study aims to describe and prove the implementation of storytelling in improving reading interests students Public Elementary School fifth grade Campurejo Tretep district. Data collection techniques with interviews, questionnaires, and nonparticipant observation. The results of this study indicate that: (1) Interest in reading showed a pretty good improvement over where students often take advantage of the school break time for reading in the library, (2) use of the library as a media student learning in reading can provide tangible evidence of the educative function of the library as much helping students to learn and acquire basic skills in transferred concepts of knowledge, (3) assist students in writing and creativity to make a story.

The data was collected by using interviews, questionnaires, and non-participant observation. The results of this study indicated that: (1) the level of interest in reading shows a pretty good improvement, (2) the use of the story book as a learning media as an educative function which helps a lot of students to learn and acquire the ability to transfer the basic concepts of knowledge, (3) help studentstoreadcreatively. .

Keywords: Storytelling, interests and reading

Introduction

The student's reading which is as a learning resource in the era of curriculum implementation in 2013 will be very important. This is appropriate to the characteristics of the 2013 curriculum, which requires adjustment model of active student learning, innovative, creative and interesting by using the approach (science approach) and authentic assessment, in which the scientific approach focuses on learning activities of observing, asking, reasoning, trying, and communicating and forming networks and lat last it can produce a creative man. One of the roles that can produce a creative and innovative learning place is a library. Learning is not only in the classroom but also in other places. The result is getting and finding creative and innovative students through reading. 1 . As a source of teaching and learning activities. Story telling in the class is the educational and teaching programs related to the objectives contained in the curriculum. Developing a child's ability to use information at the book. For teachers, story telling can find the right formula teaching and enriching knowledge.

2. Helping students to clarify and to extend knowledge in the field of study. The story telling should be integrated with the rest of the teaching and learning activities. Therefore, the story telling can be used as a light laboratory in accordance with the objectives contained in the curriculum.

3. Developing a culture of reading interests and habits towards independent learning.

4. Helping children to develop talents and love interests.

Increasing The Interest in Reading

The interest in reading is a strong and deep concern that is accompanied by a sense of excitement to the act of reading so that it can move a person to read on their own accord.

Interest in reading is a powerful source of motivation for someone to analyze and to recall as well as to evaluate the readings that have been read, which is a learning experience and it will affect the shape and intensity of a person in determining his or her goal later in the future. It is also a part of the self-development process that should always be sharpened because the interest in reading was not obtained from birth (Petty& Jensen , 1980: Hurlock , 1993).

Interest in reading can also be explained as an intrinsic motivation to channelize or to transfer new ideas and thoughts whicj effects positively on personal enrichment process, intellectual development, helping others to understand the issues and to develop a self-concept as a learning process that can be used for a long time. (Petty& Jensen , 1980: Ormrod ,2003).

The current condition of the students are generally less like a book, reading is not obtrusive, and they would rather watch television. Reading will be limited to the basic textbooks used in schools. It is similiar to a forced and because there is repetition or the teacher gives homework. Persistence of

reading is only owned by a couple of kids at school. As a result, children have very limited knowledge, the mastery of the language is low and the ability in capturing the contents of reading is too low. This case must be a sign and a warning for teachers and parents where interest in reading must be nurtured and developed. When interest in reading is high, teacher will be easier and lighter to carry out their duties. Children will be more active in finding and gaining knowledge. Children would fill their own containers sense of curiosity. Classroom atmosphere will be lived and active children who learn in the classroom will get meaningful lesson.

According to an expert, "Tell me what you are reading, I will soon be able to assess your attitude". The phrase means that a private person can be known through his reading because reading materials can be formed personally. Therefore, it is necessary for the child choose selectively in his reading. In entering upon this era of globalization, the role of reading is very important in human life. Reading activities is needed and necessary to achieve progress and success in the politics, social, economic, and cultural. Rapid flow of information and communication today cause what we know today, about yesterday, perhaps this morning or last night has changed. Development of reading is needed to be improved on an ongoing basis in order to form a civilized society to read. Especially in this country, a popular effective way to obtain information is through reading. Therefore, people need to be motivated from an early age in order to be happy and aware on reading. The teachers must have the ability and willingness to read so that to implement the learning process is not only relying on science that has been ever learned before becoming a teacher. If teachers assume that their knowledges are adequate and does not follow the development of the science, they can lead conflict between teachers and students, because the material which is taught to the students may have been 'old' or 'out of date'. It actually does not need to be happenaned if the teachers always 'up to date' by reading.

Actually the purposes of development of reading interest among others are to:

1. Encourage interest and habit of reading in order to create a civilized society to read;
2. Improve student's activities;
3. Create an informative society that is ready to participate in all development aspects;
4. Have current knowledge, not 'out of date';
5. Improve the ability to think; and
6. Fill free time.

Interest in reading can be grown and developed so that it becomes a habit especially at 2nd points can help students to improve their reading skills and also through mastery of proper technique. Proper reading techniques can make reading be more efficient, effective, and attractive.

The activities for increasing interest and habits of reading among are:

1. Implementing the schedules of story in the class;
2. Giving reading assignments;
3. Giving the task of making an abstract;
4. Motivating the implementation of wall magazine;
5. Organizing competitions reading;
6. Implementing race -making clipping;
7. Motivating school magazine or newsletter;
8. Organizing book exhibitions associated with the commemoration dayof national and religious;
9. Implementing of the reading program;
10. Providing technical guidance for reading.

Based on all activities above, there is meaningless things if there is no teacher's support. Teachers have important roles to improve their students' interests in reading. Regarding to the 1st point above, there is a need to help the students' skills in reading that occurs at 5th grade in Campurejo Elementary school Tretep District Temanggung Regency.

The viability and success of education in school will also be determined by the headmaster policy. Head master policy learning resource center should be able to play an active role in attracting the students' interests because by reading the science window will be opened. Students' knowledge is no longer confined to the four walls of classroom but they will search, browse, and explore the science presented in the form of reading good books, magazines, and newspapers. For sure, if it comes with the presence of electronic media (TV and Internet), students' knowledge will rapidly develop with extensive knowledge.

story telling is learning activities that are capable of developing the child's ability to use resources, to help teachers in teaching, and to enrich science knowledge. Besides, there are also to help students for clarifying and expanding his knowledge of a lesson in class. Furthermore, developing interests, abilities, and habits of reading will lead to the habit of self-learning.

Next, helping children to develop talents, interests, and passions is also needed. In addition, the student's activity is a place for recreation that is obtaining material through reading fiction books. Similarly, story telling expand learning opportunities for students to move on from the things above, then set to gather reading material, to provide, to manage, to organize, to spread information, to foster interest in reading, and to develop students' knowledge and to give reason on power supplied through reading.

In general, story telling can improve the collection of student's word, administrating of the collection (collection and inventory identity),

Implementation of storytelling improving The interests of reading class v Public elementary school campurejo Tretep district Temanggung regency Central Java Indonesia

Everyday story telling always done by teacher and students of class V of Campurejo Elementary

School and from the activities students interest to the lesson and the presention of the students is very proud.

Data Analysis

The following will describe the results of research on the use of story telling in improving students' interest of reading, through field research using questionnaires with 5 questions. The analysis in the field can be presented in tabular form.

In calculating the percentage, the formula used is:

$$P = \frac{F}{N} \times 100\%$$

Description:

P:Percentage

F:Frequency of respondents

N:Sample

The number of samples taken in this study the authors was 25 % x 155 : 38.75 students. Then the writer made it up to 40. The distribution of questionnaires was divided into 32 respondents for 5th grade In this study, the writer used a sample of random sample selection process whereby each unit of the population has an equal chance to be selected. The number of samples is based on the opinion of Arikunto who stated that " if a population of more than one hundred people then the sample can be taken around 10 % -15 % or 20 % -25 % or more" depending on the ability of the study. This questionnaire of Campurejo Public Elementary School was made especially for 5th grades. From the results of questionnaires that was based on 32 respondents consisting of 20 students from female and 12 students male of 5th grade, the writer find the results that is outlined in table, as below

Table 1. Habits are often activity at home

Answer Alternative	Frequency	Percentage Class V (%)
Reading	10	31
Watch TV	7	22
Play Games	5	16
Play with Friend	10	31
Total	32	100

Based on Table 1, the results of a questionnaire made by researchers then can be seen that the habits most often activity at home is reading, watching TV, playing games, and playing place of friends.

With the translation of the results of alternative answers to the class V as follows, reading, 10 respondents (31%) stated watching TV, 7 respondents (22%) states Play games 5 respondents (16%), and play with friend 10 respondents (31%)

Table 2. The benefits of story telling

Answer Alternative	Frequency	Percentage Class V (%)
Getting Information	28	88
Hobby	0	0
Pleasure	4	12
Study	0	0
Total	32	100

Based on Table 2, the results of a questionnaire study the benefits of story telling the answers obtained as follows: For class V 32 respondents (100%) stated to obtain getting information, 28 respondents (88%) state pleasure 4 (12%) hobby and study no one answered.

Table 3. Getting story

Answer Alternative	Frequency	Percentage Class V (%)
From Newspaper	0	0
From Magazine	0	0
From Komik	10	31
From Book	22	69
Total	32	100

Based on Table 3, the results of a questionnaire that was made by researcher showed that the alternative answers to getting story read komik 10 respondents (31%), from book 22 respondents (69%) no one answered.

Table 4. Frequency of read story

Answer Alternative	Frequency	Percentage Class V (%)
Every day	25	78
Every week	2	6
Every month	1	4
rarely	4	12
total	32	100

Based on Table 4 above with alternative frequency of read story frequency response obtained 25 respondents (78%) stated that every week 2 respondents (6%) stated that every month 1 respondent (4%) and "rarely" 4 respondents (12%).

Table 5. Influence of story telling

Answer Alternative	Frequency	Percentage Class V (%)
Greatly increase reading	29	91
Increase reading	3	9
Not increase reading	0	0
Very not increase reading	0	0
Total	32	100

Based on the table 5 above, influence of story telling the results that obtained as follows: 3 respondents (9%) stated increase reading, then 29 respondents (91%) expressed very increase reading. With the results above it can be concluded that students 5th Grade CampurejoPublic Elementary School Tretep district Temanggung regency, Central Java after get story telling increasing interest in learning story and then will interpretation students will also increase as well.

Conclusion

Based on experience in Campurejo Public Elementary School Temanggung District Regency Central Java Indonesia has obtained significant results. This will becomes valuable thing.

Follow Up

Because of this success has been successful then action needs to be improved

1. Additional Book story
2. Adding internet access
3. The addition of other reference books

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