

Reading Skill of Elementary School Students and Relationship to Foreign Language (German and Japanese) Contained in The Text

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Abstract. This study aims to analyze students' interest in foreign languages such as German or Japanese. Descriptive qualitative research method. The data collection technique used descriptive qualitative and gave some reading texts to the children. The results of the study showed that the relationship between students to foreign languages other than the language that was introduced was very high, and they increasingly wanted to learn the foreign language even though they could not pronounce foreign vocabulary correctly, the foreign language contained in the Indonesian text did not make them stop reading or reading.

1. Introduction

The scope of learning Indonesian includes four aspects of language skills, namely listening, speaking, reading, and writing [1]. The four aspects of language skills are interrelated with each other, to get these four aspects one must go through a sequential process, starting with listening activities, then speaking, followed by learning to read and write. Teacher or parent should be the one, who taught student about writing skill. In the process of writing skills is badly in need of attention from the teacher and the teacher, because the skill of writing is fairly complex language learning. Reading is one of the skills learned at school age. Reading is one of the four basic language skills, as well as a daily communications [2]. There are a few problems in the writing skills because of the lack of reading skills, that students be difficulties in issuing his ideas, the students do not understand very well about the Indonesian grammar is good and true and also because of the vocabulary of students a little to make the writing becomes less effective [3]. Moreover, reading is important to sharpen one's intellectual ability by studying the aesthetics of an article, learn how to keep writing it can be understood by the authors themselves or others, and learn how to develop an idea into something that is worth more [4]. The low reading

skills possessed by these students also affect students' insight and knowledge, because basically insight and knowledge are needed in writing activities. The low reading literacy of our nation lead our human resources are not competitive due to lack of mastery of science and technology, as a result of the lack of interest and the ability to read and write [6]. Reading and writing have not become a necessity of life and have not become a national culture. The number of libraries and books is far from sufficient for the demands of reading as the basis of education. The problem of reading culture is not yet considered a critical problem, while many other problems are considered more urgent [7]. This will be successful if the teacher is able to develop appropriate learning so that the learning carried out can improve the literacy skills and potential of students as a whole. In developing learning, teachers must also be able to choose and utilize teaching materials, such as encouraging students to read quality books, because reading activities are in line with critical thinking processes that allow students to be creative and creative [9]. Foreign languages in the era of disruption are a necessity that cannot be avoided. Foreign languages will help us in having broad knowledge. As well as English is one of the languages that plays an active role in the discovery and emergence of theories, many we state that reading skills are influenced by various factors, to get a faster and more precise understanding of learning to insert learning media into a reading or text [10].

Previous research states that reading skills can be influenced from environmental and psychological factors, which makes not smooth reading is a child's interest. Reading will be done if the child interest in such activities. Reading fluency is also influenced by social, emotional and self-adjustment condition.

The purpose of this study is to determine whether they will stop reading text when finding foreign words contained in the text reading or even though they do not have the skills to read a foreign language they will remain what they could read and want to know the foreign vocabulary.

2. Method

The 2021 community service program activity will be held at junior high school, starting on August 26, 2021 until September 26, 2021. The type of research method used is qualitative descriptive literature review with the activities of the previous studies. This research focuses on the introduction of a new language as well as reading skills in students. The subjects studied were 11 elementary school students in Indonesia. Analysis of reading skills and reading material form that is read by the student, 10 questions in Google form multiple choice of pre-test and post-test, story-telling and read some text. After giving the pre-test, we will giving the Indonesia language text and video story contain foreign language, after that we will give the post-test to check all the participants reaction towards foreign language. The data obtained will be processed and then compared until finally the results will be conclude.

3. Results and Discussion

3.1. Demography

Respondents in this study is the number of 11 students grade 3 elementary school is given a pre-test and then given reading text contained foreign language, this data includes the gender of respondents. In this study done by giving the pre-test, post-test 10 questions and also provide video material contains short stories and see the children's reactions to the foreign vocabulary that appears. The results of post-test will be compared as a result of a

form of recognition and learning process after a given reading a prepared text. All of the students who became respondents were fluent in reading, some were fluent in reading in a small voice, out of the 11 selected students liked to read various forms of reading such as dialogues, biographies, and comics. At the beginning of presenting the material, the 11 students quietly listened to the story in the form of a video, they also did not immediately raise their hands to ask the foreign vocabulary that appeared, and they had to ask first so that students wanted to ask about it.

3.2. Process of Learning

The story telling strategy is a strategy used with the aim that students want to listen to the story that is conveyed so that it is hoped that reading interest will arise in them. Interest in story content or story characters that are admired makes a child want to know more about various things related to things he admires [8].

(i) First, the 11 selected students were given a pre-test to be a benchmark whether they were fluent in reading, liked to read or not, liked to read in any form of media and whether they were curious about the reading text that had been prepared.

(ii) Second, the 11 students who had already taken the pre-test continued to the next stage, namely teaching and providing the promised reading text and also videos containing homemade stories for the 11 students to listen to.

(iii) Third, after students listen to the video given, it is continued by asking whether there is a foreign vocabulary in the video story or not, if so, state what vocabulary it is and ask the language of the vocabulary and give guesses to students.

(iv) Fourth, seeing the students' reactions to the foreign vocabulary, whether they succeeded in guessing it or did not dare to answer, if the silent class was forced to discuss the foreign vocabulary in the video until it was finished.

(v) Fifth, giving a reading text that has been prepared.

Masalah Sayu (Salah Paham) Sayu's Problem (Misunderstanding)

Entah kenapa, (I don't know)

orang-orang selalu memanggilkku tanuki, (why people always call me tanuki,)

atau teddy-bear, (or teddy-bear)

atau kucing... (or cat...)

tapi Sayu adalah Sayu – bukan tanuki. (but Sayu is Sayu – not tanuki.)

(vi) Sixth, having students try to read it and ask again about foreign vocabulary in the text. Start discussing the vocabulary again and introduce the word from what language and so on.

3.3. Pre-test and Post-test results

The **Figure 1** shows that more students are interested in languages other than those taught in school, while those who choose not think that foreign languages are too complicated and make them not want to know more about the language. Five of them like reading comics. They also already know languages other than Indonesian language, region language, and English language.

They will also continue to read in Indonesian language text contained foreign language although could not pronounce it correctly. Although there is one person

who is not interested in other languages than those taught in school, he still wants to get to know other foreign language.

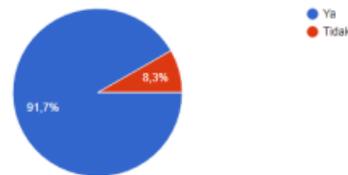


Figure 1. Pretest result

In **Figure 2** it can be seen that students chose a language that made them interested in learning more Japanese and German after being introduced to the vocabulary in a text, but there was one student who chose English because it was still difficult to understand foreign vocabulary outside Indonesian and English.

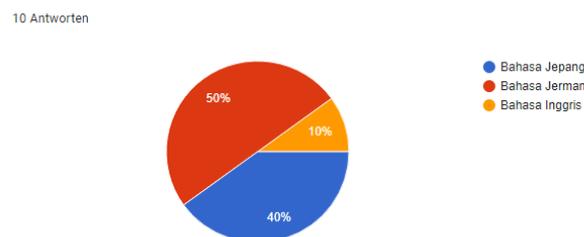


Figure 2. Post-test result

Elementary school students who are interested in foreign languages, hearing vocabulary in the environment (such as watching cartoons in a specific language), even more so now Japanese are common in Indonesia other than English. There's already an illegal place to watch anime and it's very popular with kids now.

This is in line with what was stated by Suparno and Mohamad Yunus [5] that the quality of the reading experience will greatly affect his success in writing. That is, the more and better at reading, the better the writing results, such as a neater choice of words and writing structure, increasing the number of vocabulary to be understood, and a more open mindset.

4. Conclusion

This study aims to analyse elementary school students' interest in foreign languages such as German or Japanese. We use descriptive qualitative research method. The data collection technique used descriptive qualitative and gave some reading texts to the children. The results of the study showed that the relationship between elementary school students to foreign languages other than the language that was introduced was very high, and they increasingly wanted to learn the foreign language even though they could not pronounce foreign vocabulary correctly, the foreign language contained in the Indonesian text did not make them stop reading or reading. I do not want to read the text until I understand it.

Author's Note



The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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