

Research Article

Objective Conditions of Indonesian Language Learning in Improving Reading Comprehension and Writing Skills in Elementary Schools

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Abstract.

This study aims to analyze the objective conditions of Indonesian language learning in improving reading comprehension and writing skills in elementary schools. The research method used is a case study with a qualitative approach. Data were collected through observation, in-depth interviews, and document analysis in five elementary. The results indicate that the Indonesian language learning process faces challenges in the form of a lack of variation in teaching methods and limited use of learning media. However, the use of a literacy-based approach and the provision of structured exercises can support the improvement of students' reading comprehension and writing simple sentences skills. This study suggests the need to develop more contextual, innovative learning strategies to improve the quality of Indonesian language learning.

Keywords: Indonesian language learning, reading comprehension skills, writing skills, elementary school students

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1. INTRODUCTION

Literacy skills, which include reading and writing skills, play an important role in the learning process, especially at the elementary school level (1)(2). In Indonesia, Bahasa Indonesia as the language of instruction and the national language plays a strategic role in shaping students' literacy skills from an early age (3). Reading comprehension and writing simple sentences are two basic skills that elementary school students must master to support their academic success (4). By learning these two skills, students can understand information in depth and express their ideas and thoughts in a structured manner (5). However, the achievement of literacy skills in Indonesia still faces various challenges (6). Data from the Programme for International Student Assessment (PISA) shows that the literacy level of Indonesian students is in a worrying position compared

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to other countries (7). In the 2018 PISA report, Indonesia ranked low in terms of student reading skills, with most students still at the basic competency level (8). This condition reflects the existence of obstacles in the education system, including the learning approach, the quality of teaching materials, and the role of teachers in developing students' literacy skills (9). Learning Indonesia Language at the elementary school level should be one of the main means of improving literacy skills (10). However, in practice, various obstacles are still faced (11). Previous studies have shown that less varied learning methods, a lack of interesting and relevant teaching materials, and limited learning facilities are often obstacles in developing students' reading and writing skills (12). In addition, low interest in reading among students also worsens this condition, so that students tend not to have sufficient motivation to develop their literacy skills (13). Thus, it is important to evaluate and understand the objective conditions of Indonesian language learning in elementary schools (14). This article aims to examine various factors that influence Indonesian language learning, especially in improving reading comprehension and writing simple sentences. This study is expected to provide a comprehensive picture of the challenges faced, as well as provide relevant strategic recommendations to improve the quality of learning. This effort not only contributes to the development of student literacy but also supports the achievement of national education goals.

2. METHODOLOGY

This study uses a case study method, which aims to explore in depth the objective conditions of Indonesian language learning in elementary schools, especially in improving reading comprehension and writing simple sentences (15). This method allows researchers to understand the phenomenon contextually and comprehensively within the scope of classroom learning (16). Data were collected through direct observation of the learning process, interviews with teachers and students to gain perspectives on challenges and successes in learning, and analysis of documents such as teaching materials, student worksheets, and skills test results (17). This approach supports in-depth exploration of teaching practices, obstacles faced, and strategies implemented by teachers in improving students' language skills (18). Data analysis was carried out qualitatively using triangulation techniques to ensure the validity and reliability of the findings (19). The case study method used in this study refers to Creswell's view which emphasizes the importance of understanding phenomena in real contexts through

various data sources (20). In addition, case studies are very relevant to answering questions about how and why a phenomenon occurs, especially in complex educational situations (21). Participants in this study were 10 teachers who were selected randomly. Teachers were involved as informants in interviews to obtain information about the objective conditions of Indonesian language learning and the challenges they face in teaching reading and writing materials.

3. RESULTS AND DISCUSSIONS

This study uses interviews to analyze how the objective conditions of Indonesian language learning in elementary schools improve elementary school students' reading comprehension and writing simple sentences. The interview consists of 7 questions. Based on the results of the interviews that have been conducted, the following are the results of the analysis:

1. Teachers' Understanding of Materials in Indonesian Language Learning Related to Reading Comprehension Skills

The first question focuses on exploring information about teachers' understanding of Indonesian language materials in grade III related to reading comprehension. Based on the interview results, data was obtained that all teachers know the Indonesian language materials in grade III related to reading comprehension with various answers such as extensive reading, intensive reading, critical reading, speed reading, reflective reading, interpretive reading, creative reading and problem-solving reading. In addition, based on the results of the preliminary study data analysis, it can be concluded that teachers understand the types of Indonesian language learning materials related to reading comprehension skills such as reading texts, reading fairy tales, reading short stories, and case studies on a particular problem.

2. Teachers' Understanding of Materials in Indonesian Language Learning Related to Simple Sentence Writing Skills

The second question focuses on exploring information about teachers' understanding of Indonesian language materials in grade III related to simple sentence writing skills. From the interview results, the same data was obtained as the first question, namely that teachers already know the Indonesian language materials

in grade III related to writing simple sentences because these two skills are inter-related. Teachers understand the types of Indonesian language learning materials related to simple sentence writing skills such as short story writing skills, writing fairy tales, writing poetry, writing interrogative sentences and writing conclusions.

3. Indonesian Language Learning Process that is Often Carried Out

The third question aims to obtain information about the Indonesian Language learning process that is often carried out by grade III teachers. Based on the interview results, data was obtained that the learning that is often carried out by teachers is learning with discussion methods, questions and answers, using learning media, making projects, assignments, role playing, lectures, and presentations. The results of the analysis of teacher answers, the learning that is most often carried out is learning with discussion methods (37%) and lectures (42%).

4. Indonesian Language Learning that is Considered Effective and Enjoyable

The fourth question aims to obtain information about what kind of Indonesian Language learning has been carried out and is considered to be able to make students feel happy, motivated to learn, and make it easier for students to understand the material. The results of the interview obtained data that Indonesian Language learning that is considered effective is language learning with discussion and simulation (38%), using games (17%), using ICT-based media (14%), lectures (11%), learning by involving students (11%), and problem-based learning (9%). The results of the analysis obtained data that learning with IT-based interactive media is considered the most effective in learning Indonesian.

5. Obstacles Faced in Indonesian Language Learning

The fifth question aims to obtain information regarding the obstacles experienced by teachers in teaching materials in Indonesian language learning. The results of the teachers' answers obtained data that the obstacles that had been experienced were difficulty in determining the right learning method, limited time allocation, a lot of Indonesian language material, limited teaching aids, learning materials that were still a lot of reading, material that was still abstract, students' interest in reading was still low, and students' dependence on teachers in the learning process. Based on the results of the analysis of the teachers' answers, data was obtained that the most dominant obstacle faced by teachers was the lack of interactive learning media, making Indonesian language learning boring.

6. Solutions to Overcome Obstacles Faced

The sixth question aims to obtain information regarding the solutions that have been carried out by teachers to overcome obstacles in Indonesian language learning. The results of the teachers' answers obtained data that the solutions that have been carried out by teachers are designing learning according to time allocation, studying learning models, fostering students' interest in reading, using interactive learning media, shortening repetitive material or not teaching it anymore, learning with discussion methods, using ICT applications in learning, and conducting lectures with a longer time allocation. The results of the analysis of teachers' answers showed that the solution considered most appropriate and dominantly implemented by teachers was using learning media.

7. Teachers' Experience in Using IT-Based Learning Media

The seventh question aims to obtain information about teachers' experience in using IT-based interactive learning model media in Indonesian language learning. Based on the results of the teachers' answers, data was obtained that teachers had used several learning media but were still limited and only used media available at school or simple media. The results of the analysis of the teachers' answers showed that most teachers had never used IT-based learning media.

Based on the results of the interviews conducted, it can be concluded that teachers' understanding of Indonesian language learning materials in grade III is quite diverse, covering various interrelated skills, such as reading comprehension skills and writing simple sentences. Teachers showed a good understanding of various types of reading techniques, such as extensive, intensive, critical, fast, reflective, interpretive, creative, and problem-solving reading. This shows that teachers already understand various ways to develop students' reading skills, although it is important to check whether this understanding has been applied effectively in daily learning. In addition, the use of texts, fairy tales, short stories, and case studies is very relevant to improving reading comprehension skills.

For simple sentence writing skills, teachers also understand the material being taught well, such as writing short stories, fairy tales, poetry, interrogative sentences, and conclusions. The relationship between reading and writing skills is very important because both support each other in developing students' literacy skills. Learning that integrates the two can provide a strong foundation for students' overall language skills.

In terms of the learning process, teachers often use discussion and lecture methods. Although lectures are a widely used method, discussions can be a more interactive alternative, encouraging students to be more actively involved in learning. Therefore, it is necessary to strengthen the use of discussion methods that allow students to develop their skills. Meanwhile, the learning that is considered the most effective and enjoyable by teachers is that which involves IT-based interactive media. The use of technology in learning can make the teaching and learning process more interesting and make it easier for students to understand the material. However, although the use of IT-based media is highly appreciated, many teachers are still limited in using it due to limited facilities and training (22).

Talking about the obstacles faced in learning Indonesian, several main problems arise, such as limited time, the amount of material to be taught, limited teaching aids, and low student interest in reading. The most dominant obstacle is the lack of interactive learning media, which makes learning feel boring for students. Therefore, teachers need to find the right solution to overcome this problem. Some solutions that have been carried out by teachers to overcome these obstacles include designing more efficient learning, using interactive media, and utilizing technology in the classroom. The use of learning media is considered the most effective solution and is often implemented by teachers. However, the use of technology needs to be improved, by providing further training to teachers on how to utilize interactive media to support more interesting and effective learning.

Finally, although some teachers have used IT-based learning media, their experience is still limited. Many teachers only use media available at school or simple media, so training on the use of technology in learning needs to be considered to maximize the potential of interactive learning media. Overall, although teachers in grade III already have a good understanding of the material and skills taught in learning Indonesian, there are challenges related to limited time, media, and technology. Therefore, to improve the quality of learning, teachers need to continue to develop their skills in using IT-based media and enrich learning methods so that students are more active and interested in the process of learning Indonesian (23).

4. CONCLUSION

From the results of the interviews conducted, it can be concluded that teachers in grade III have a fairly good understanding of the Indonesian language learning material, both

in reading comprehension skills and writing simple sentences. They understand various reading and writing techniques that support each other in developing students' literacy skills (24). Learning with discussion and lecture methods is often applied, although the use of more interactive methods such as discussions needs to be strengthened to increase student engagement. Learning involving IT-based interactive media is considered the most effective and enjoyable, but the use of technology in the classroom is still limited due to limited facilities and training (25). The main obstacles faced by teachers include the lack of interactive learning media, limited time, the amount of material to be taught, and low student interest in reading. To overcome these obstacles, teachers have tried solutions such as efficient learning design and the use of interactive learning media. Overall, although teachers already understand the material and teaching methods well, further development in the use of technology-based media and more intensive training for teachers is needed to improve the quality of Indonesian language learning in grade III.

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