

The Improvement of Extensive Reading Interest at Primary School Pupils through Bone-Bilingual Book during Covid-19 Pandemic

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The primary objective of this study is to achieve reading interest in primary school pupils ranged between 7 up to 13 years old at South Cikarang, Indonesia. This research is conducted as community services program at Ciantra village the local RT/RW (hamlet) 24th /10 local regency sub-district on South Cikarang region. The research method used in this study by using extensive reading for children entitled Bone bilingual book used audio-visual learning through mentoring program. The preliminary and post-researches were conducted as qualitative descriptive approach with a case study to reveal some benefits of this extensive reading program from 10 children as population and samples. The data collection method used is interview and questionnaire. The research finding as follows; 1) the partners were highly interested in reading Bone book, 2) easy to access the audios and visuals, and 3) very useful for mentoring activities. The reading habit and interest are also shown in this program. Finally, further research and study can be done in similar program to investigate next level of extensive reading through various teaching methodologies.

Keywords: Extensive reading, Primary school pupils, and Bone-bilingual book

INTRODUCTION

The South Cikarang is chosen as the place for community services due to some reasons. First, this area under study was the government's lack of attention to the development of education in South Cikarang. Second, the imbalance of infrastructure development with the progress of education. Third, South Cikarang is considered in progressed due to industrial developments that are almost 90% has been occupied. Thus, development is focused on residential and commercial areas [8]. The next reason was that most of the residents of South Cikarang are private employees. This makes it very difficult for parents with multi-role status (educating and working) to find spare time for reading activities with their children especially during the outbreak of Covid-19 Pandemic [7].

Children interested in reading activity cannot be arisen by themselves. Reading is an essential activity since it gets abundance of knowledge and insight into profound any information. Reading activity is one of the ways to solve solutions and eradicate illiteracy. Data obtained through a survey of children who participated in this program, there were 8 out of 10 parents of children who did not have free time to accompany their children to read books. As a result, children did not get any motivation that grows from their family environment so that they can read books better. Indeed, the survey data stated that children feel normal or are not interested in reading a story book, and they sometimes find it difficult to understand the reading text, whether it is Indonesian or English. They want to read a book if the book is not a textbook, it has many illustrations and audio-visual, and the story is fun to read.

The authors formulated an alternative solution to overcome this problem. One creative activity as a solution to reduce the low number of literacy levels in South Cikarang was "Extensive Reading Program with Bone bilingual Book Media for Elementary School Children in South Cikarang". The selected children accompanied for five semi-offline meetings. Where one of the researchers went directly to accompany the children and connected with other researchers via online by using Zoom virtual meeting.

To support this Extensive Reading Program, the authors designed the Bone book. The Bone Book is a bilingual story book. The aim of Indonesian text is to intend for instill interest in reading. Then, the other aim of English text is to improve reading skills extensively with English. This book is equipped with audio-visual, so that children not only read the book, but children also be able to access audio by listening to the story of this Bone book. Audio aims to help children pronounce words correctly and understand grammar naturally. This book also includes audio that can be accessed via online for free. To access the audio, they just simply use a special scanning barcode and the link contained in each chapter(s) of the book. Then completed with illustrations so that children are interested in reading and be able to imagine about Indonesian culture and custom. This book also has an extra activity sheet to measure readers' reading comprehension. There are two parts to the question, namely before reading and after reading activities.

The goals of Bone book from this community service program are to increase children's reading interest through stories in Indonesian. Some benefits can be obtained from the existence of Bone book. The first advantage, it can increase knowledge and insight about the hidden diversity

of Indonesia. Second, to get the children habits from reading books. Third, remain productive during a Covid-19 pandemic. Finally, it also supports the government in the success of Indonesia's 2030 sustainable development (SDG's) at point four, namely ensuring inclusive and equal quality education, as well as supporting lifelong learning opportunities for all [11].

a. Reading Interest

Reference [10] says that interest is a constant tendency to pay attention and memorize some activities. A person who has interest in something will do the activity happily without any coercion. Likewise reading interest, a person who has reading interest will do the activity as often as possible without any force. However, someone's interest in something cannot arise by himself. There are a lot of factors that influence someone's interest. Miflen, FJ & Miflen FC in reference [10] stated that there are two factors that influence interest namely;

1. Internal factor that is the nature of the character. This factor dominates in terms of heredity/genes of both parents.
2. External factors, includes family's environment (the role of parents and economic condition), education (formal and informal), and the surrounding environment (available facilities). These factors can be formed through experiences that are deliberately formed by environment or people around them. A child who has reading habit comes from a family environment that makes reading activity important [6].

b. The Main Inhibiting Factors in Reading

According to Muktiono in reference [9], in a book entitled "*Aku Cinta Buku*" says that there are three main factors that inhibit a child in reaching reading level. First, there are difficulties in understanding and using alphabets that describe written symbols and lack of understanding of the meaning of words. Second, failure to deliver the meaning of a sentence in reading. In reading, sometimes children cannot mention and understand the meaning of some difficult vocabularies in the book. This happens if children read their book stories by themselves without any guidance. This third obstacle is the biggest obstacle than two previous obstacles that is motivation, the absence of motivation from within to read. Some obstacles mentioned should be solved by the family so that children can always have the desire to read and fulfill their needs and it will occur continuously.

c. Extensive Reading

Extensive reading is a program that gives opportunity to language learner to read by focusing on meaning and practice reading fluently skills [5]. On this program students read interesting and easy texts in relax. They are expected to be able to read without using any dictionaries at a standard rate of 200-250 words per minute and with the qualified understanding standard level ($\pm 80\%$ - 90%) [2]. Reading extensively also emphasizes the comfort of students to read than the language aspect itself [1].

This program gives opportunity for pupils to get authentic exposure from the language they are learning. By reading a lot that is focused on information, pupils can enrich their vocabularies and practice reading quickly and understand the grammar functions naturally [5]. Several studies have shown that pupils can improve their reading skills by reading extensively [3]. Hamp-Lyons in his study found amazing improvements in mastering language through extensive reading especially if English was the second language. He reported the discovery that shows readers became interested in language because of the reading they did [4].

METHOD(S)

The methods which implied in this extensive reading program with Bone book in South Cikarang are:

a. Preliminary Research

The aims of the preliminary research are to map the problems and reveal the reading interest before the program begun. The preliminary research was conducted as qualitative descriptive approach with a case study. Ten selected children are used as population and as samples. They are from 7 to 13 years old. The data collection method used is interview and questionnaire.

b. Mentoring Program and Bone Book distribution

The method used in this program is mentoring activities through Bone bilingual book as media for reading. We did extensive reading program. This program was conducted by semi-online for five times. The children are divided into 3 sessions. The first session is for 1st and 3rd grade. The second session is for 5th grade. And the third session is for 6th grade. When the children are asked to read aloud and chose every unit that they like to read, the author as a role model. The aim of the role model is to give them accompaniment and explain to them when they found any difficulties while reading Bone book.

c. Post Research

This research used the same method with preliminary research. However, post research is to reveal the benefit of the program, the book, and the improvement of reading interest. The data collection method used is questionnaire.

FINDINGS AND DISCUSSION

a. The reading interest before the program begun

Extensive reading program with Bone bilingual book was held at Ciantra village Local RT/ RW (hamlet) 24th /10 local regency sub-district on South Cikarang region with ten children aged around 7-13 years old as the main target.

Table 1

No.	Do you like reading?	Quantity (person)	No.	Book that you usually read (multiple choices)	Quantity (person)
1.	Very much	1	1.	Comic	3
2.	Like	6	2.	Book story	6

3.	So-so	3	3.	Study book	3
4.	Dislike	-	4.	Children's magazine	-
5.	Hate	-	5.	Other; novel	1

Table 2

No.	What do you do in your free time?	Correspondences
1.	Watching TV	8 people
2.	Study together with friends	None
3.	Playing games	2 people
4.	Reading books	

Table 3

No.	Reading activity with parents	Correspondences
1	I always do it	1 person
2	I often do it	1 person
3	Sometimes	3 people
4.	Rarely	-
5	Never	5 people

Table 4

No.	Questions	Correspondences' answers (person)			
		0	<5	1-5	>5
1.	How many books do you have?	-	3	4	3
2.	How many books do you read in a week?	4	-	6	-

In conclusion, 6 out of 10 children like reading and the rest are neutral. However, the whole interest of the children is not proportional to the number of books they own. So, in one week there is no significant number of books being read. Then, the interview data result with one of the partner's parents stated that the children often spend their free time with playing online games on their cell phones. Children rarely and almost never reading books, except if they have assignments from their schools. In addition, they are not facilitated with book stories at their houses, so the children have low reading interest.

b. Reading Interest after the program have finished

After we completed this activity, the following results were obtained:

Table 5

No.	Questions	Quantity (person)				
		1	2	3	4	5
1.	Interest in reading Indonesian text.	-	-	-	4	5
2.	Interest in reading English text.	1	-	1	4	3

Mark 1 indicates not interested and mark 5 indicates very interested. Five children gave mark 5 on their interest in reading Indonesian textbooks. Then, four children gave mark 4. For English text, one child felt uninterested. This can be seen from one child gave mark 1. And 3 children gave mark 5 on English text.

Description of reading interest through their behavior is also explained in the following table:

Table 6

No.	Questions	Marks (person)				
		1	2	3	4	5
1.	Now, I often read during my free time.	-	2	3	5	-
2.	Now, reading book during my free time reflects my characteristic.	-	-	4	4	2

Mark 1 means very disagree and mark 5 means very agree. From the table above, children often reading books during their free time, this can be seen from five children gave mark 4. Then, three children are neutral, and the two others disagree. Then, two children very agree that reading books reflects themselves. Four children agreed and the rest are neutral.

Reading activity with parents is also something they do after they got Bone book. The results are described in the following table:

Table 7

No.	Answers	Reading books with parents is an activity
1.	Very excited and want to do it again	6 people
2.	So-so	4 people
3	Still boring	-

The presence of Bone book gave changes to parents and children. They read the book together. Which is this activity is rarely done. Six children felt very excited and want to do it again. And the four others are neutral or so-so.

c. Bone Book Assessment

Table 8

No	Questions	Marks				
		1	2	3	4	5
1	Are the audios in “Bone” Book easy to access?	-	1	1	4	4
2	is “Bone” book interesting to read?	-	-	-	2	8
3	Is the Indonesian text easy to understand?	-	-	-	4	5
4	Is the English text easy to understand?	1	1	2	3	3
5	Are the illustrations in the book interesting?	-	-	1	1	8
6	Activity pages are interesting because the activities are various.	-	-	-	-	10

The table above is the assessment from partners about Bone book as the media of extensive reading program based on survey. The survey results stated that children could access the Bone book audio easily by scanning barcode or typing the provided link. The audio makes the children more excited to read the book. Then, children stated that the Bone book is easy to read and made the children curious about further Bone’s adventure. Indonesian text in this book is easy to read by the children however, children still need to be guided to read the story in English. According to the children, illustrations in this book are interesting, so that they did not get bored easily while reading the book and helped them to understand the story. Activity pages that provided in this book are also made the children excited, with the various activities, they are highly excited while filling the activity pages and helped them in memorizing the story that they have discussed before the activity page.

d. Mentoring Program Assessment

From mark 1 (uninteresting) to mark 5 (very interesting) there are number of different correspondences in two categories benefit of mentoring activity. That is described in the table below:

Table 9

No.	Questions	MARKS (person)				
		1	2	3	4	5
1.	Was reading activity with the mentors interesting?	1	-	-	1	8
2.	Did the mentors explained well when you found difficulty in reading book?	-	-	-	4	5

CONCLUSIONS

Extensive Reading program with Bone bilingual book was a program to improve the reading interest at primary school pupils in South Cikarang. Through the Bone bilingual book, the children not only improve their reading comprehension in Indonesian but also in English texts. This book

is included with illustration, audio, and activity pages to help the children to understand the text. The aims of the program are to improve the reading interest and the insight of the diversity of Indonesian Culture and Custom.

After the program has been completed, the author hope that the children can use their spare time to read a book. Finally, further research and study can be done in similar program to investigate next level of extensive reading through various teaching methodologies.

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