Let's Read Media in Indonesian Language Learning to Improve Reading Literacy of Grade 1 Students

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Abstract
The development of technology has an impact on the use of increasingly advanced media, especially digital media. Media becomes a supporter in literacy learning in elementary schools for grade 1, one of which is Let's read media. This study aims to determine the use of Let's read media in learning Indonesian to improve reading literacy of grade 1 elementary school students. This study is a descriptive qualitative study. The subjects of the study were teachers and grade 1 students at Bulu 03 Pilangkenceng Elementary School. The number of students was 15. Data collection techniques were carried out by performance, tests and observations. The data collection instrument used a reading test to measure students' reading abilities, and an observation sheet to see students' reading literacy activities and learning activities using let's read media. Data analysis used Milles and Huberman which consisted of reduction, presentation and drawing conclusions. The results of the study showed that students' reading performance had a very good category as shown by their appearance and reading skills. The results of the observation showed that students' activity in using let's read media was very high, seen from their activeness and cooperation in compiling stories and notes on titles and readings that they had written. It is hoped that by using the Let's Read media, students will be more active in learning not only in Indonesian language lessons but also other lessons and can be used by other teachers in different classes.

Keywords: *Let's Read Media, Reading Literacy, Indonesian Language Learning*

Introduction

Literacy can be interpreted as discourse skills. Sulzby (1985) meant literacy as the ability to read and write. Literacy, according to Tompkins et al., (2014), is stated as the ability to read and write in carrying out tasks that are in accordance with the world of work and life outside of school. Literacy is not only a general word in the context of teaching, but literacy is broader in scope than reading and writing, where literacy focuses on reading and writing in different contexts. In this discussion, literacy is more related to the concept of reading and writing. Therefore, the literacy culture referred to in this article refers more to the culture of reading and writing, especially for early grade students in elementary school, namely grade 1 student.

Good literacy skills will help students understand oral, written, and visual texts; therefore, the development of student literacy in learning is always carried out in an integrated manner between listening, speaking, reading, and writing activities. This is

because the four skills are very closely related, although each has certain characteristics. Because of this very close relationship, learning one type of skill can improve other skills. For example, learning to read can also improve speaking, listening, and writing skills. After students read, of course, the teacher will ask questions about the content of the reading (speaking), and students are asked to retell what was read in their language (speaking), then students write what was told with the correct spelling (writing).

Efforts to develop a culture of literacy have been carried out for a long time, including through the 'Let's Read movement initiated by the government. The development of a culture of literacy for students has also become a government concern. In the regulation of the Minister of National Education No. 22 of 2006 concerning content standards, it is emphasized that at the end of elementary school/Islamic elementary school education, students have read at least nine literary and non-literary books; at the end of education in junior high school/Islamic junior high school, students have read at least 12 literary and non-literary books; and at the end of education in senior high school/Islamic senior high school, students have read at least 15 literary and non-literary books.

Unlike KTSP, the 2013 Curriculum and the Merdeka Curriculum strongly emphasize children's competence in reading and writing through text-based learning, this curriculum does not set a minimum target of books that students must read. In simple terms, it can certainly be understood that if students are required to be able to produce writing, then of course they must read a lot. Through the activity of reading a lot, students will get a lot of inspiration, have rich ideas and insights, and at the same time obtain many good writing models. The culture and interest in reading among Indonesian people are currently quite low. According to data from the United Nations Educational and Cultural Organization (UNESCO), in 2012, the reading interest index of Indonesian people only reached 0.001. This means that out of every 1,000 Indonesians, only 1 person has an interest in reading (http://www.republika.co.id/berita/nasional). If the interest and culture of reading are still low and have not grown, then it is difficult to expect the culture of writing to develop.

Interest in reading and writing needs to be developed from an early age. In formal schools, literacy culture has been implemented starting from the playgroup age (PAUD) through emergent literacy learning (Yulianti & Sidik, 2024) which is then continued in lower elementary schools or early grades. In developing a culture of literacy, especially the writing and reading skills of early grade students, there are many types of media that a teacher can use in their class. The selection of media is, of course, adjusted to the needs of students, student abilities, and class conditions. Therefore, teachers must be good at implementing strategies that can develop students' literacy media in learning in elementary schools.

Media as a teaching aid is often discussed as a part that should be utilized by teachers in the learning process. But in reality, media is often neglected for various reasons, such as limited time to prepare for teaching, difficulty finding the right media, high costs, and various other reasons. These things do not need to arise, because there are many types of media that can be used, adjusted to the conditions of time, finances, and the material to be delivered. The emergence of digital books provides innovation and the ability to download and store on technological devices (Effendi & Wahidy, 2019). One of the media that can be used by teachers in technology-based elementary schools is let's Read media. Let's read that the media is one of the digital media. Let's read media is one of the collections of books, like a digital library, that can be accessed through the Play Store application via http://reader.letsreadasia.org (Farhani et al., 2022) . Let's read a lot utilized by teachers

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and parents as a means of education, information. Various types of reading are available, and easy access , and well is no need to download files (Mulyaningtyas & Setyawan, 2021)

A study about Let's Read has Lots carried out, including (Nurhabibah et al., 2023) show use let's read application has an impact on increasing literacy, read, use let's read application influences the literacy ability of students (Herlina et al., 2023). Let's read is also used as a medium for reading aloud to children at an early age (Mulyaningtyas & Setyawan, 2021). This research try for implementing let's read media in Indonesian language learning in class 1 for increasing literacy, read on the material, self, and environment. Differences study This lies in the students studied and their application in the classroom, so that integrated with the Indonesian Language Subject.

Method

Study this, including in study qualitative descriptive. The data source is student 1st grade at school Bulu 03 Madiun base. Research was conducted on students in class 1, with a total of 15 students. Data collection techniques were carried out with test reading and observation. The instrument uses sheet questions that contain text taken from the Let's Read application and sheets for process observation using Let's Read media. Indicator evaluation consists of conformity reading, reading volume, spelling accuracy, and signs read. observation sheet to see students' reading literacy activities. Data analysis using Miles and Huberman, which consists of reduction, presentation, and drawing conclusions.

Results

This study is done in class with integrated Indonesian language learning. Integrated materials about self and environment. Findings beginning research in grade 1 of school Feather base 03 lacks lack LCD device, so learning is done outside class. In addition student No allowed bring mobile phone to school so that No can see reading in a way directly. To overcome the matter, the selected text is printed out in accordance with the themes in grade 1.
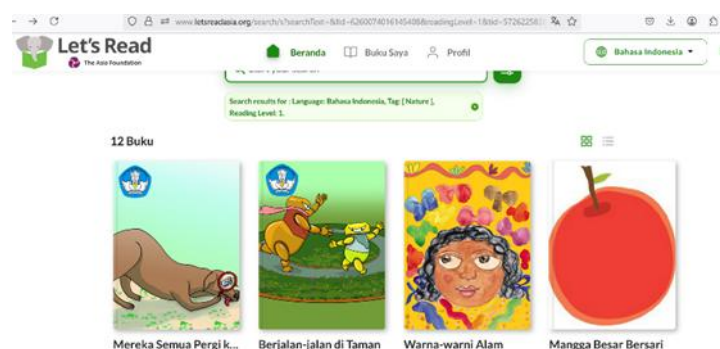

Figure 1. Display books on the Let's Read application with the theme of nature at level 1

Activity learning done while playing makes sentences in text that has been printed out. The activities carried out by the teacher are arranged as follows.

Table 1. Teacher activities

Teacher activities	Activity student

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Make a number head and divide the group small 3-5 students	Students choose the number and put it on their head
Organize and guide in accordance group	Students choose the number and join in group
The teacher divides the text that has been printed and cut into pieces	Choose one text and compose
Students enter the class and read the text in a way alternate	Student read text that has been arranged in a way sequence

Figure 2. Text composing activity from media, let's read

Learning outcomes show students are active in compiling sentences in his group. Observation results can be seen in the following table.

Table 2. Observation results of student activity

Aspect	Less active	Active
Activity	20%	80%
Cooperation	7%	93%
Accuracy time	0	100%

Based on the results observation in Table 2. There are 3 students who are less active in his group. There is still 1 student who has not been able to cooperate with the team in his group, it seems from the students who often see other groups. While time settlement compiles the story, all groups appropriate time. The results of the observation also show students enthusiastic when composing and reading stories aloud in front class in a way. This is done by students in an independent way without command and coercion from the teacher. Students' own interest for read on reading, along with the teacher giving motivation and effort in book reading (Artana, 2016; Wiryodijoyo, 1989). Test results are read by students and can see in the following table.

Table 3. Test results are read by students

Student	Aspect				Total score
No		Clarity reading	Pronunciation, Accuracy, spelling and signs read	Intonation	Attitude and behavior	

No.					
1.	5	4	5	4	18
2.	4	4	3	4	15
3.	3	4	3	4	14
4.	5	4	5	5	19
5.	3	2	2	3	10
6.	4	3	4	4	15
7.	5	5	5	4	19
8.	5	5	5	4	19
9.	4	3	4	4	15
10.	3	4	3	4	14
11.	3	2	2	4	10
12.	4	3	3	4	14
13.	5	5	4	5	19
14.	5	5	4	4	18
15.	3	3	3	4	13

Reading results text from the media, let's read shows students who have the ability tall in read. There are 6 students. Students who are capable of reading while 7 students, and who have low ability 2 students. Students who have the ability to read tall can speed read aloud, clearly reading and sounding, pronunciation, usage, spelling, as well as sign read right. Clear intonation and maintain posture, body upright and calm, moment reading. While students who have the ability to read low because of not fluent enough in reading. Although not fluent enough to read, but own spirit wants to learning. This is seen from his wish to borrow a text that has been printed for reading at home. So that with seeing interesting and various images text students are motivated to read. This is in line with Fitria (2020) stated that Let's Read carries the mission of developing a reading culture in children from an early age. In addition.

Reading results text that is done in classroom learning cannot yet it is said increase literacy due to however, there is students who have the ability read medium and low. For now improvement literacy read, researcher give text for those who don't have Android, while those who have android are asked for read in a way directly. Reading results poured out in BULITA sheet (Buku Literasi Anak) in order to be able to asked return every day about what he reads. Students who have ability write low can study while write title and continued with ask answer Contents text. Here is results book literacy that has been filled student.

Figure 3. Children's literacy book images

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Figure 3 shows the number of books read by student no sequentially in accordance with the Let's Read application media. In addition, students read No using an android because conditions, so that the text read is chosen based on the choices that have been made printed by the teacher, and who has finished reading other students. With the see condition student so literacy can still done with increased results reviewed from the more good method read and know Contents reading that has been read. Using the Let's Read media makes it easier child choose their preferred reading. It doesn't have to be sequential, but what is necessary under consideration is the content and message contained in the text. This is in line with a study Mulyaningtyas & Setyawan (2021) that lets's read applications can access easily, free, online or offline, available feature multilingual features, there are people based on local wisdom, stories easy to understand, interesting content story interesting stories with various images/illustrations, and can increase the interest read children. Let's Read the application as a digital library for children who can access for free (Farhani et al., 2022).

Discussion

This study was conducted on grade 1 elementary school students in Bulu 03. Judging from the results of the study, students are active in learning, starting from composing stories, reading, tests, and filling out literacy books using Let's Read media, even though there is a lack of learning resources in the form of LCDs. The results of the reading test also showed high scores, and children's literacy books were filled in completely, some even read 2 to 3 times a day. The increase in student reading literacy is supported by teachers who provide students with access to reading, especially those who do not have access to an Android. The teacher's ability to manage learning is very good, especially when learning outside the classroom can run smoothly, and there is no shortage of time.

Conclusion

Literacy can be done using the Let's Read application media for reading students. Research results show students are active in follow-up learning using Let's Read media that has been printed out and done outside class. The results of the students' reading test are in the very good category, as indicated by their performance and reading skills. The results of the observation show that students' activity in using the Let's Read media is very high. The results of writing in book literacy, children not only write the title but also know the contents of the story they read

Acknowledgements or Notes

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