



Introducing The World of Language and Literature and Increasing Students' Interest in Reading in Lower Grades

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ABSTRACT

This research aims to find alternative ways to introduce the world of language and literature and increase students' reading interest in lower grades. Language and literature learning have an interrelated relationship. Literature without language cannot exist. The special characteristic of literature lies in the use of aesthetic language. Text-based Indonesian language learning contains two interests, namely language and literature. At the practical level, various stages of building a context, forming a model, building a text together and building a text independently emerge. Overall, these stages are integrated into learning practices, thereby providing students with the opportunity to optimize their potential both as a group and individually. Efforts to increase efforts to introduce the world of language and literature and increase students' interest in reading in lower grades are a shared responsibility, between the students themselves, teachers and parents. However, the low interest in reading among students in elementary schools is one of the obstacles, the lack of desire and willingness of the students themselves, teachers also do not require students to read books during the lessons taught to students. In an effort to introduce the world of language and literature and increase students' interest in reading in lower grades, students should be given support so that interest in reading emerges from themselves and introduced to reading materials so that students get used to reading, hence the reading habits of students when they are in elementary school. will foster a high interest in reading until students grow up. This research was carried out by formulating a research problem, looking for references from relevant and similar journals to analyze the data, journals were collected by searching the internet via Google Chendikia and/or Google Scholar. The data obtained was analyzed and compared. This research method used a descriptive research type with a quantitative approach. From the results of the analysis, it can introduce the world of language and literature and increase students' reading interest in lower grades.

Keywords : Language and Literature, Interest in Reading, Lower Grade Elementary School Students.

Introduction

Language has a major role in the intellectual, social and emotional development of students. Language is also a supporter of success in studying all fields of study. Language learning is expected to help students get to know themselves, their culture and the cultures of other people, express their ideas and feelings, and participate in a society that uses that language. Therefore, Indonesian language learning is directed at improving students' ability to communicate in Indonesian well and correctly, both orally and in writing as well as fostering appreciation for Indonesian literary works. Learning language and literature are two things that are interrelated. one with another.

Literature learning cannot be separated from language learning, because language is a means of conveying ideas and feelings to other people, both in writing and orally. Language plays a central role in the intellectual, social and emotional development of students. Language is also a supporter of success in studying all fields of study. Language learning is expected to help students get to know themselves, their culture and the cultures of other people, express their ideas and feelings, and participate in the society that uses the language. Therefore, Indonesian language learning is directed at improving students' ability to communicate in Indonesian properly and correctly, both orally and in writing as well as fostering appreciation for Indonesian literary works (Muamar in Effendy, 2008: 316). Learning Indonesian at school is aimed first at developing language skills, both expressive and responsive. That means nurturing language learners to have a balance of language mastery to express themselves and respond to what happens. These two abilities will cause language learners to take initiative and be creative. Language learners are able to master language actively and facilitate effective empowerment of the vertical and horizontal dimensions of the nature of language (Inyo Yos Fernandez in Alwi Hasan (2002: 207). In line with this thought, Atmazaki (2013) stated that learning Indonesian is essentially about teaching students good and correct Indonesian language skills according to its purpose and function. Indonesian language subjects aim to ensure that students have the ability to communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing, appreciate and be proud to use Indonesian as the language of unity and the language of the country. Apart from that, enjoy and utilize literary works to broaden your horizons, character, and improve your knowledge and language skills, and appreciate and be proud of Indonesian literature as a cultural and intellectual treasure of Indonesian people. In literary learning, literary activities are desired, namely activities using language and aesthetics (Rusyana and Suryaman, 2005). Various literary elements, such as characters, characterization, story line, story setting in prose; elements of form and meaning in poetry; Dialogue and complementary texts in drama are not taught separately but in a unified arrangement as beautiful creative works in listening activities, speaking activities, reading activities and writing activities. Listening, speaking, reading and writing activities are used in appreciation activities, namely by someone in contact with literary works (Suryaman, 2010). Literary activities are carried out simultaneously with activities of feeling, thinking, imagining, and so on. Literary activities and acting activities occur in context, in the form of place, time and atmosphere.

Through literary works, students will gain new and unique experiences that they cannot necessarily get in real life which have values. In general, a value is embodied in the cultural framework of society, because culture is a value system. At the level of philosophy and culture, Sutan Takdir Alisyahbana and Ki Hajar Dewantara introduced a sense of nationality through the process of crystallizing the concept of national culture. The development of national culture must be based on the nation's social values which have played a major role in advancing the Indonesian nation. The internalized values are: shame and self-respect, hard work, diligence, frugal living, respect for innovation, respect for achievement, systematic thinking, high empathy, rational/impersonal, patience and gratitude, trustworthiness, and the importance of long-term vision (Pranaji , 2010). The application of these values will contribute to the formation of individual and community character who will be able to develop noble core values so that they can be used as a pilot for the formation of national culture nationally. Apart from showing its recreational nature, literary works are also a lamp of light that can lead people to seek values that can help them to discover the true nature of human personality. Literary works have spiritual content that is wrapped in ethics. Therefore, it is not wrong if someone after reading literary works is able to do self-introspection, improve themselves because the function of literature is to provide benefits to the reader (Sugiarti, 2012). Literature as a work of art resulting from the author's inner struggle with life's problems contains high morals, therefore it can be used effectively to shape human character and morals (Sujarwanto, Jabrohim, 2001: 508). This is in line with Teuww's thought that literature is born not only to be enjoyed and experienced but to shape and influence its readers (Teuww , 1984:7). Literary works are a means of conveying messages about truth, about what is good and what is bad. Literary works should provide positive benefits for readers. The value content stored in literary works must be explored in order to reach the reader. Literary works that provide values as well as the function of utility literature provide benefits to readers. Quality literary works are those that meet four relatively universal criteria, namely (1) truth, (2) honesty, (3) beauty, and (4) immortality (Alwasilah, 2006). Literary works play a role in human life, especially in society. Wibowo (2013: 38-39) stated that the mission of literature includes: (a) literary works as a tool to move readers' thoughts to reality and help them make decisions when they face problems; (b) literary works establish themselves as a place where human values have a natural place and are disseminated, especially in modern life and function as a counterweight to science and technology; (c) literary works as transmitters of a nation's traditions to contemporary society. These three literary missions are very important because the expression of the soul, the nuances of life, beauty, are all created in literature. Reading literary works intensively essentially unconsciously reconstructs the reader's attitudes and personality. Apart from instilling character values, literary works will also stimulate the reader's imagination in critical thinking through curiosity about the storyline. The novel *Negeri 5 Menara* by A. Fuadi is an example of a literary work that displays the behavior of characters with distinctive characters, namely human closeness to God, fellow humans, and gratitude for the beauty created by God (Sugiarti, 2014).

Thus, it can be said that language learning as developed in the curriculum is oriented towards integrating a systematic, critical, empirical and characterful framework of thinking. For this purpose, in the following section we will discuss text-based Indonesian language learning and literary appreciation to grow students' character. In essence, learning to appreciate Indonesian literature is to introduce students to the values contained in literary works and invite students to participate in experiencing the experiences presented. Literary appreciation learning aims to develop students' sensitivity to sensory, intellectual, affective, religious and social values separately or as a whole, as reflected in literary works. The ultimate goal of teaching literature is to enrich students' experiences and make them more responsive to human events, recognition of and respect for values, both in individual and social contexts. The vehicle towards this is the skills of reading, listening, speaking and writing. To be able to carry out literature teaching properly, patience and accuracy are needed, in addition to sensitivity and openness to the teaching subject and teacher. It needs to be realized that the subject of teaching, in this context is the student, is an individual as well as a complex totality that holds a number of skills. In teaching and learning activities, it is these skills that need to be recognized and developed. In relation to teaching literature, the skills that need to be developed are (1) sensory; (2) reasoning; (3) affective; (4) social; and (5) religious. Skills (1), (2) cover personal aspects of human life, while skills (4) and (5) complement being a complete human being. In other words, developing the five characteristics of skill is in line with honing, nurturing and loving the values presented in every literary work in general because literary themes cover the three aspects of the nature of human life, namely personal, social and religious (Oemarjati in Susastra 3, 2006 : 40). In accordance with the nature of literary works, literary material in the curriculum, and literary learning, several criteria for selecting literary works can be put forward that lead to character development for students as follows. First, the language is beautiful, with authentic expressions, and introduces aesthetics to the reader so that it forms sensitivity in him, which will develop into empathy for human problems. Second, it moves the reader, and causes him to reflect on the meaning of the work, and gain wisdom and enlightenment in: national identity, creativity, courage to compete, human solidarity, and faith and devotion. Third, convey noble human values, which will develop empathy in readers towards human problems. These noble values include: noble morals, gentle attitude, forgiveness, non-violence, self-discipline, work ethic, respect for parents and educators, and listening to other people's opinions. Fourth, encouraging readers to do good to fellow humans and other creatures, in various personal and social activities (Suryaman, 2010). Literature can contribute to human intelligence operationally, which can be described through three dimensions, namely cognitive, psychomotor and affective. Through cognitive development, human thinking capacity must develop. Through psychomotor development, human life skills must grow. Through affective development, human attitude capacity must be noble. This is in line with the basis of Indonesian education, namely to educate a nation of people who are faithful and devout and have noble morals (Suryaman, 2010).

Therefore, language and literature learning must be balanced so that they become important subjects, especially in developing students' ethical, logical and aesthetic character. This is in line with the aim of education which is to form character which is manifested in the essential unity of the student subject with his behavior and attitude to life. A person's character is something that qualifies them personally. From the maturity of this character, a person's quality can be measured. Teaching literature must lead to increasing the capacity for feelings (emotions) and increasing the capacity for thinking. In this way, teaching will contribute to character development, including (1) strengthening attitudes and developing sharper feelings towards values and (2) helping to advance complex individual skills such as perseverance, intelligence, imagination, creativity and making a contribution. for students' knowledge education (Jabrohim, 2001). Apart from that, there are many other values related to human nobility that can be learned through literary works. Why is it said that? Because literary works have wide possibilities to make themselves a "store" for human values, namely values which in reality are often cornered, distorted and even lost. In good literary works, human values are maintained and disseminated (Sayuti in Sujarwanto, 2001: 514). Through literary works, the institutions and traditions of a society are passed on to the reading public of its time, and to society in the future, both regarding ways of thinking, religious behavior, customs, history and other cultural values. Literature learning in schools aims: (1) so that students can enjoy and utilize literary works to broaden their horizons, refine their character, and improve their knowledge and language skills; (2) so that students can appreciate and be proud of Indonesian literature as a cultural and intellectual treasure of Indonesian people, or so that students gain knowledge that includes: about literature with various theories, literary works, titles and names of authors, and generations; (3) so that students can appreciate literary works, whether in receptive, productive or receptive productive activities; (4) teaching literature can form students' appreciative and creative attitudes towards literary works while developing language in general. (5) literary works can also develop character/manners (Djojoseuroto (2010). Selecting quality literary works in school learning is very beneficial for children's character education because literary works are essentially tools for teaching life, and literary works can even function as mirrors and windows on global society. If students are able to be appreciative of literary works, they will also be able to grasp the values and messages contained in the work. Teaching literary appreciation can foster students' creativity to always hone their ratios, tastes and hearts well. Thus, the aim of learning literature is to improve students' ability to enjoy,

appreciate and understand literary works so that they can obtain the function and essence of literature.

Interest in reading is a desire or high tendency (passion) to read (Siregar, 2004). This definition is in line with Darmono's opinion which states that interest in reading is the tendency to be interested in reading which encourages someone to do something about reading (Darmono, 2001; 182). Interest in reading grows from within each student so that to increase interest in reading requires awareness of each individual. Reading is a desire and willingness to move towards progress and success. This interest in reading can be obtained by students who are in elementary school, through the habit of reading since they were in elementary school, by reading a lot, students will have new knowledge and the ability to read with the flow of thought that students have acquired and interest in reading can be grown and developed so that the habit of reading can expand your knowledge further. By increasing elementary school students' reading activities, high interest in reading is something that is expected by both students themselves, teachers and other people. However, currently fostering an interest in reading in students, especially elementary school students, is something that has not been implemented much due to the lack of desire, will and encouragement from the students themselves. By increasing students' interest in reading, they can increase the knowledge and meaning contained in the words and written language they read. However, elementary school students' low interest in reading is an obstacle, there is a lack of learning being taught and teachers do not require students to read books. Books are a source of new knowledge through reading, so students' interest in reading needs to be developed further so that students can understand the meaning of what they read. Seeing this reality, interest is a starting point that must be met before reading. So, if students are introduced to reading materials and reading habits from the start, then the habit of reading when they are in elementary school will foster a high interest in reading until the student grows up. Based on the results of research in efforts to increase elementary school students' interest in reading, not much has been carried out which is influenced by the low interest in reading of students themselves. Based on several of these problems, the author will conduct a literature review based on articles relevant to the topic to be discussed with the aim of (1) Elementary School Students' Reading Interest (2) Low Reading Interest and (3) efforts to increase elementary school students' reading interest.

Research Methodology

This research uses a quantitative approach. Quantitative research is carried out by finding data in written form. This research describes in accordance with articles that aim to analyze what is already known. Regarding "Introducing the World of Language and Literature and Increasing Students' Interest in Reading in Lower Grades". In this research, data collection was carried out by searching for articles in the online journal Google Scholar and/or Scholar. In this research, data source triangulation was used to collect data by searching for articles from various sources.

Results and Discussion

A child has different responses to literature. In responding to a literary reading that they hear or read, each child has their own way of expressing their pleasure, thoughts and feelings. Each response to literature is personal and unique to each child, however each response can reflect their age and experiences. Children aged 5 years often involve themselves totally in literature. Children aged 7 – 8 years can demonstrate their ability to share findings about the stories they hear/read. Children aged 9-10 years already have a certain enjoyment of stories, for example in choosing characters they like or dislike or in choosing the books they will read. Meanwhile, children aged 11 - 12 years have succeeded in generalizing the themes taken from a story and can discuss the author's intentions. This shows that older children can grasp abstract story ideas. The description of children's responses to literature above can provide guidance to teachers and librarians in selecting and providing reading books for children. The term "response" to literary works has various meanings. "Response" can refer to what happens in the reader's or listener's mind when the story cannot be grasped. "Response" can also refer to something said or done in accordance with thoughts and feelings about literature. Teachers or librarians who predict that a book will bring a good response, use the term "response" slightly differently from the explanation above. According to teachers and librarians, responses emphasize the child's level of interest and the expression of his or her preferences. Most research on children and literature is focused on the third response area above, namely to find out what reading materials children like and what they don't like. Children's interests and preferences are still the main concern of teachers, librarians, parents, publishers and bookstores. Anyone selecting children's books can do well by knowing which books are likely to quickly capture children's attention and which ones are likely to quickly introduce or increase their interest in reading. Environment and social influences also influence children's book choices and their interest in reading. Interests do not appear to vary due to the very strong influence of geographic location, but the direct environmental influence, namely the availability and fluency of reading materials at home, in class, the school library and the public library, very strongly influences variations in children's interests. Children who in their class often talk about books, play with books, have more interest than those who rarely/never talk about books. It should be noted here that this influence concerns contact with books and how much socialization there is. Teachers' favorite books often become

children's favorites. This is because the story is closer to the child or because of its positive association with the teacher. Children often influence each other in choosing books. The type of literary reading that was a favorite at that time; The title, author and topic will be the subject of discussion in class. Recommendations from peers are very important for middle grade children (grades 3 - 4) in choosing the books to read.

Meanwhile, children in grades 5 – 6 are relatively honest in choosing the books they read. Piaget provides an understanding of children's intellectual development. One of the important ideas put forward by Piaget is that the development of intelligence is the result of the interaction of the environment and the child's maturity. Piaget's findings state that there are different stages in the development of logical thinking. All children experience these intellectual stages in the same way, with the same progress but not necessarily at the same age. Each stage is related to the next because new thinking structures are being developed. Some authors say that this stage is related to physical and brain development. While the relationship between brain development and cognitive development has not yet been fully explored, it is interesting to see that age development corresponds roughly to the cognitive development described by Piaget. According to Piaget, the Sensorimotor period is the initial period of cognitive development marked by babies learning to walk around the age of 2 years. Children learn during this period through coordinating sensory perception and motor activities. At the age of 1.5 – 2 years, children enjoy various kinds of actions or game rhymes. They pay very little attention to words. Children in the preoperational period (2 – 7 years) learn to express their world symbolically through language, games and pictures. His thinking is still egocentric and based on direct perception and experience. At this age children are able to develop a series of stories. Children are able to understand the structure of folklore based on the relationship between three events and rising action. Children are able to anticipate the climax of the story. The characteristic of preoperational children's cognitive development is the tendency to increase language development and concept formation. At this stage, children have carried out the assimilation process, namely children assimilate what they hear, see and feel by accepting new concepts into the scheme they already have. During this time there is also a period of accommodation. In the concrete operational period (7 – 11 years), children's responses to literature change. His characteristics are characterized by a flexible mind. Children are able to see the structure of a book, for example the story within a story, the flashback plot, and are able to identify various points of view of the story. The final period is formal operations (11 years and above), namely children are able to think abstractly, reasoning from hypotheses to logical conclusions. They can capture a series of plots or subplots in a series of thoughts. Ideally, children's literature intended for elementary school children in middle and final grades is different. In elementary school, the choice of types of story reading is divided into three, namely, in grades 1 – 2 the picture story form is predominantly given, in grades 3 – 4 poetry, traditional literature and fantasy stories are given, and in grades 5 – 6 poetry and realistic story forms are given. contemporary, historical and biographical, as well as scientific fiction stories.

The above is of course adjusted to the child's level of readiness and in accordance with the level of development of their interests, cognitive structure and language development. Based on cognitive psychology, the level of cognitive development of elementary school age children at the middle and final grades is at the level of concrete operations, children already have the ability to (1) connect and compare concrete experiences obtained with the new reality they face, (2) make distinctions and sorting, (3) capturing and arranging certain meanings based on concrete descriptions, (4) marking the characteristics of an aspectual depiction of reality, and making reciprocal relationships based on vicarious experience. At this stage, children are not yet able to grasp and connect abstract ideas, and are not yet able to understand symbolic meanings, motifs and themes. Only then can they connect and compare the images of the stories told in the reading imaginatively with the stories they find in reality. At this stage, elementary school aged children at the middle grade level must be given reading material whose story content does not emphasize too much the complexity of the symbolic system that must be connected to their minds. The theme of the story is not too far from the world of children's lives, for example, stories with a family theme can be consumed by them, but according to their existence at the concrete operational stage, they will be confused if presented with family-themed literary reading with the topic of divorce. At least you can choose reading material about playing, keeping chickens or about recreation that you are used to. At the formal operations stage, children who are at the final grade level are able to (1) form understanding through logically and systematically constructing conceptions, (2) connect units of understanding speculatively to form a comprehensive understanding, (3) draw conclusions tentatively based on reciprocal relationship speculation, rejection, and correlative acceptance of the content of questions and forms of relationship. In this way, they are able to consume higher levels of reading and are even able to read literature intended for adults, although in the process of understanding there is a process of assimilation and accommodation which results in an imbalance between the content of the reading and the results of appreciation. For their consumption, teachers can provide literary readings that contain stories about the occurrence of something (cities, apotheosis, etc.), stories about heroism connected to their personal ideals, adventure stories, etc. In terms of language, the reading consumed by the middle class is clearly different from the literary language intended for final grade level students. The level of difficulty of the words is adjusted to the mastery of the two levels. In the early grades, the words used refer to concrete realities that are close to the child's world. The use of sentences should be

short sentences and the form of the reading essay should also be a short essay. Meanwhile, at the final grade level, the language in literary reading is more advanced towards the use of more difficult words. At this final grade level, children are better able to understand effective and compound sentences, so that the form of prose is in the form of long essays. Interest in reading literature is determined by the empathy that grows in the child as a reader which is psychologically characterized by the presence of will and the process of cognition, emotion and intuition, and is determined by the child's world experience connected with the picture of the world of experience in reading. This empathy will ultimately foster a feeling of sympathy for something that is read which encourages children to carry out the process of discovering and processing meaning in order to fulfill their curiosity and enrich their understanding. Middle class elementary school children's interests usually focus on fantasy stories and folk or traditional stories. Meanwhile, the final grade level prefers realistic stories, historical stories, scientific stories and biographies.

Understanding Interest

Interest is a person's tendency towards something or you could say what someone likes and wants to do. Interest is a person's desire to do something. Interest in something is influenced by further learning and influences desires, desires and impulses. So interest in something is a learning result and supports subsequent learning outcomes. The general assumption states that interest will help someone who studies. Meanwhile, according to Ellis Ormarod (2008: 1001), interest, the perception that an activity arouses curiosity and is interesting, is usually accompanied by positive cognitive and effective involvement. Meanwhile, according to Crow and Crow in Abd. Rachman Aboro (1003: 112) interest is related to the driving force that drives us to tend or feel interested in people, objects, activities or can be affective experiences felt by the activity itself. According to Guillfred in Munardi (1996: 146) interest is the general behavioral tendency of a person to be attracted to a particular group. Meanwhile, Tidjan, et al 92008: 87) explained that if an individual has an interest it will encourage the individual to do something.

Understanding Reading

Reading is an understanding of the content of what is written in a book. Reading also aims to form the reader's understanding of what is being read. Reading also obtains new knowledge and knowledge and benefits from understanding the contents of the writing and the words contained in the reading. According to Puji Santoso (2009), reading is an activity to understand written language. Messages from a text or other printed material can be received if the reader can read it correctly, but sometimes readers also receive text messages or printed materials incorrectly when the reader reads them incorrectly. According to Gondmen (1067:127) states that reading is an activity of gaining meaning or understanding not only from the written rows of words (reading the lines), but also the meaning behind the rows between the lines (reading between the lines). Aderson in Tarigan (2008:7) says that reading is the activity of changing writing or print into meaningful sounds. According to several experts' opinions, reading is the meaning of a written message, understanding the content of what has been written using words that derive meaning from the readings read.

Interest in Reading

Interest in reading is the desire, will and encouragement of the student concerned. Apart from that, interest in reading is an interest that encourages us so that we can feel interested and enjoy reading activities and gain extensive knowledge in reading activities, whether reading books so that we can understand written language. Interest in reading is a process of the students themselves. Interest in reading needs guidance so that it can be built so that it can grow. Interest in reading will also grow if there is the will, desire and encouragement from the students themselves, teachers and parents. Curiosity about something in the form of reading that is of interest to each individual will get answers to questions. According to Tarigan (1982), interest in reading is a person's ability to communicate with oneself to capture the meaning contained in writing so as to provide an emotional experience resulting from a form of deep attention to the meaning of reading. Interest in reading is a strong and deep concern accompanied by a feeling of enjoyment towards reading activities so that it directs individual students to read with their own will and desires. Therefore, as a teacher, it is more important to implement reading activities before learning which will take place in students' interest in reading as a strong desire that arises from students to gain new knowledge in written form and obtain the information contained in the reading they read.

Low Interest in Reading

Low interest in reading can have a negative impact on both students themselves and others. The main cause of students' low interest in reading could be the family environment and school environment which does not support reading activities. Low support from parents, teachers or peers results in students' lack of interest in reading and has a negative impact on student development, learning activities do not require students to read. As stated by Hardjoprakosa (2005: 145), what causes low interest in reading is that parents do not encourage children to prioritize

buying books over toys. The role of a teacher greatly influences students' reading interest (Harris and Sipay, 1980). This is the task of teachers who are still very less likely to encourage students to read. According to Winarno (2012:37), regarding the problem of reading, there are no friends who encourage their friends to read. That peers at school influence students' interest in reading in elementary school. Students can get bored because in learning students just sit and be quiet without reading first before learning takes place.

Efforts to Increase Students' Interest in Reading

Efforts to increase interest in reading need to be made a habit from the start of learning so that students can understand the meaning of the content of the written text they have read. Reading can be done as long as there is desire, willingness and encouragement within the individual student as a teacher and parents should provide support. That the habit of reading must be started from the beginning, not only at school as a place to foster interest in reading but also at home or in an environment that can provide positive things for students and can take advantage of learning books that can increase students' interest in reading. According to Adzim (2004, pp. 52-67), several things that are done in an effort to increase interest in reading include: (a) parents become reading figures for children (b) choose reading that is appropriate for children (c) make reading time a time with children) Meanwhile, according to Astuti (2013. P. 28) efforts to improve can be done as follows: (a) motivate parents and teachers (b) promote the movement to love reading in the school environment. (c) giving awards to children who like to read (e) attractive book packaging). Interest in reading does not just grow, but there are certain efforts to foster interest in reading to become even better. Thus, increasing interest in reading is closely related to the AIDA action framework (Attention, Interest, Desire and Action). A sense of curiosity or attention towards an object (book/text) that is read can create a feeling of interest or interest in that object (Interest). , a feeling of interest will give rise to a desire and desire to read. A high desire in students will give rise to a passion to continue reading (action) so that students always try to fulfill their reading needs and understand the meaning of the words written in the text or reading. Efforts that can be made to increase students' interest in reading include: (a) needing support from parents, teachers and friends (b) getting students used to reading books before learning takes place (c) choosing reading that students like but still educational (d) providing positive influences so that students enjoy reading (e) utilizing existing facilities and infrastructure.

Conclusion

Based on the results of the research and discussion, it can be concluded that: Basically, learning Indonesian language and literature in practice is interconnected because they both need each other. Literature without language cannot exist . However, there is a peculiarity of language in literature, namely the aesthetic aspect. Text-based language learning has colored all genres of language and literary texts. In this context, the integration of all language and literature interests is well accommodated. Literary appreciation is able to foster human intelligence operationally through three dimensions, namely cognitive, psychomotor and affective. These three dimensions are interconnected to support the potential of students with character. Efforts to increase interest in reading in lower grade elementary school students are a shared responsibility for parents, teachers, schools and peers in the surrounding environment. Students are given support so that interest in reading arises from the students themselves. This interest in reading should be further developed so that in reading activities students get many benefits from reading, gain new knowledge and find out the meaning contained in the content of the reading texts they read. In educational institutions, teachers should increase students' interest in reading, so that within students there is also a desire and willingness. The author puts forward suggestions that can be used as input for schools to improve by providing books that attract students' attention and increase students' interest in reading. For teachers, before learning activities take place, teachers should require students to read. For parents, students should be given motivation to increase their interest in reading, that reading is a necessity. Students should have the desire, will and encouragement from themselves by reading to increase new knowledge.

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