



## Efforts to Improve Reading Interest through Random Alphabet Letter Images in Grade 2 of State Elementary School 2 Kaloran Temanggung

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### Abstract:

This research aims to enhance reading interest among second-grade students of SD Negeri Kaloran by utilizing random alphabetical image media. It is a collaborative classroom action research. The research subjects consist of 21 second-grade students at SD Negeri 2 Kaloran in the Academic Year 2023/2024. The research design follows the model proposed by Kemmis and Mc. Taggart. Data collection methods include the use of scales, observation, and documentation. Data analysis involves both quantitative and qualitative descriptive analysis techniques. The research results indicate that the use of sequential image media is effective in improving students' reading interest. The process involves steps such as observing sequential image media, reading paragraphs, and engaging in interactions through questioning, answering, and directing attention during the learning process. During the pre-action stage, no students showed good reading interest (0%). However, in Cycle I, there was an increase in the percentage of students with good reading interest, reaching 47.62%. In Cycle II, the percentage of students achieving good reading interest increased to 80.95%.



## Introduction (مقدمة)

The role of the Indonesian language becomes highly important in social, national, and state life. Furthermore, the role of the Indonesian language is also crucial in the field of education. In fact, this is reflected in the learning process and teaching activities. The main goal of learning the Indonesian language is to develop the ability to use Indonesian in various functional contexts, including as a means of communication, a tool for thinking, a unifying element, and a cultural vessel (Zakarya, Hafidz, Martaputu, 2023). Thus, learning the Indonesian language focuses on improving students' abilities to communicate effectively and appropriately in Indonesian, involving four main language skills: listening, speaking, reading, and writing (Sholikhah, 2021, p. 102).

To achieve effectiveness in the teaching and learning process, it is important for students to have a high interest in reading (Muchamad Chairudin, 2023). This is because every aspect of learning is closely related to reading activities. Reading is one form of receptive language skills, as through the reading process, one can access new information, knowledge, and experiences. All knowledge gained through reading allows an individual to enhance thinking abilities, broaden perspectives, and expand insights (Rahim, 2019, p. 10).

The main purpose of learning the alphabet is for children to understand the content of what they read. Therefore, the process of learning to read is not only about recognizing letters and their sounds but also involves the connection between words and their meanings (Nurul Umah Fijanati, Hafidz, Sukadi, 2023). The learning-to-read process is a long journey that begins early, well before children enter formal education. Children exposed to literacy experiences from an early age seem to have an advantage in vocabulary development, understanding the purpose of reading, and awareness of writing and literacy concepts (Nikita Nur Zulaecha, Hafidz, Biela Nanda Oktivibi Pertiwi, 2023). Children who are frequently involved in questioning and reading activities at an early age tend to encounter engaging and enjoyable learning experiences through exploring language sounds, understanding rhythm, and participating in play and language activities that serve as the foundation for phonemic awareness. By being exposed to literacy activities early on, children begin to recognize and distinguish letters. Children who have mastered the skills of recognizing and writing letters before entering school tend to have an easier learning curve. Learning through visual media is also effective, especially for children who are more visual learners (Dalman, 2019, p. 56).

Interest in reading is the motivation that drives someone to understand every word and content contained in the text being read, allowing the reader to comprehend the information conveyed in the text (Husaini Hasan, Hafidz, 2023). Reading interest can be interpreted as a psychological force that encourages learners to pay attention, feel interested, and enjoy or take pleasure in reading activities, leading them to willingly engage in reading activities out of their own volition.

The literacy culture in Indonesian society still raises concerns. However, one key to the progress and development of a country lies in the cultivation of a reading culture among its people. The issue of declining interest in reading in Indonesia has been a long-standing topic of discussion and concern, given that with low reading interest, Indonesia may face challenges in competing with other countries. Because the current global competition requires high-quality human resources, which can only be shaped in a society with a strong reading tradition (Alfian Nurul Khoirulloh, Hafidz, 2023). Reading is an activity that has become a habit among the people, introduced even from an early age. Through reading, an individual's thinking abilities will be further sharpened and developed, while knowledge will continue to increase, enriching the quality of human resources, especially in the current era of globalization. Therefore, reading becomes a necessity for individuals to compete with other countries in the world (Fauzi, 2022, p. 17).

The culture of literacy in schools has a direct impact on the nation's quality and has a vertical dimension. Literacy is considered an essential skill for every student. However, the results of the PISA survey indicate that the culture of literacy has not permeated well among primary school students, leading to their very low reading interest. This is evident from Indonesia's ranking, which is positioned at 74 out of 79 countries (Selin Nia Ulandari, 2023, p. 1231). Not reading books will impact the ability to write. The skill of conveying ideas and thoughts in written form is influenced by the choice of words and the ability to compose sentences and paragraphs. (Fathorrohman, 2023, p. 21).

In facing global competition, the low reading interest of the society is closely related to the level of education in that country. According to the Republic of Indonesia Law Number 43 of 2007 regarding Libraries, it is explained that efforts to foster a culture of reading enthusiasm can be carried out through the roles of families, educational institutions, and the community, with collaboration between the government to increase reading interest. In this regard, the government

acts as the main responsible party while librarians are tasked with performing optimally, synthesizing the content found in books to be conveyed concisely (Imran, 2017, p. 22).

Reading interest is the motivation to understand each word and meaning contained in the reading text, allowing the reader to comprehend the content of the reading material (Rahim, 2019). Engagement in reading is a psychological drive that encourages learners to pay attention, feel interested, and enjoy the activity of reading, leading them to willingly participate in it.

The connection between reading interest and reading activities is greatly influenced by reading habits and the variety of reading materials accessed. This aspect will be the focus of this community service activity (Reka Ardi Prayoga, 2023, p. 389).

An educator must have a mastery of the material to be taught, the ability to create an engaging learning environment, and be creative in delivering instructional content. One method used is through the use of instructional media that can tap into the potential of learners to become more active and creative (Jatmiko Wibisono, Hafidz, Iffat Abdul Ghalib, 2023). In addition to textbooks, learning resources can also come from various other sources, requiring a new approach to independently and structurally transforming instructional material (Fidya Rizka Anggraeni, 2017, p. 10).

An educator plays a crucial role in determining the success of learners in the teaching and learning process. Therefore, professional teaching skills are required, along with proficiency in applying innovative, diverse, and engaging models, methods, and instructional media. In the context of learning with a constructivist theory approach, the knowledge constructed by learners is influenced by the relevant context between the subjects they learn and their daily lives (Rusman, 2018, p. 74).

The role of teachers has a significant impact on students' reading interest. The main factor causing students to read less is the lack of support, both from the family and school environment. Increasing reading interest poses a challenge for teachers. The use of attractive images and the selection of font types in books can trigger students' interest in reading. Teachers need to demonstrate creativity and innovation by creating learning media relevant to students' reading abilities, such as creating digital comics with a different appearance from conventional books. Furthermore, a lack of reading interest is also caused by a lack of encouragement from peers in reading activities. Peer environments can influence reading activities, especially in the school setting. During the learning process, students are likely to feel bored if the teaching activities are conducted monotonously without reading activities before they begin. As a result, students may be reluctant to read without encouragement from those closest to them (Aditya Rizki Willya, 2023, p. 451).

The global literacy institution explains that the low interest and habits of reading, writing, listening, and critical thinking among students in Indonesia are also emphasized. According to the data from the 2021 PIRLS (Progress International Reading Literacy Study), which is a global literacy testing institution, the results of the reading literacy test, which measures comprehension, application, and reflection on written texts, place Indonesia at the 45th rank out of 48 participating countries, with a score of 428 out of the average score of 500. Meanwhile, the results of the reading literacy test in the 2009 PISA (Programme for International Student Assessment) showed that Indonesian students ranked 57th out of 65 participants with a score of 396 out of the average score of 493. In PISA 2022, Indonesia's rank dropped to 64th out of 65 participants with a score of 396 out of the average score of 496. In contrast, Vietnam ranked in the top 20 in the same study. PISA also placed the reading literacy position of Indonesian students at the 57th rank out of 65 countries examined. PISA states that none of the students in Indonesia reached a literacy level five, with only 0.4% of students having literacy skills at level four. The majority of the rest are below level three, even below level one. This data indicates a lack of reading interest in Indonesian society. UNESCO recorded the reading interest of the Indonesian population in 2022 at only 0.001. In other words, out of every 1000 inhabitants, only one person shows reading interest.

The School Literacy Movement (Gerakan Literasi Sekolah or GLS) initiated by the government should receive widespread support from various involved parties. Considering the conditions on the ground, many schools have already started implementing GLS. Schools that serve as development centers are used as examples in the implementation of GLS for other schools in their vicinity. Additionally, readiness is required in various aspects to maintain the sustainability of GLS, such as school capacity readiness (including the availability of facilities, reading materials, amenities, and literacy infrastructure), school community readiness, and readiness of other supporting systems, such as public participation, institutional support, and relevant policies (Heri Dermawan, 2023).

Insufficient parental supervision leads students to have a limited understanding of the boundaries of mobile phone usage. They are more interested in playing games and watching YouTube, often forgetting their study assignments. This condition also has a negative impact on students' reading interest, which in turn affects their comprehension. To address this issue, teachers and schools need to take further steps to enhance students' reading interest, such as implementing a school literacy movement (Nashihin, 2019). Literacy encompasses reading and writing aspects related to various forms of writing, such as poetry, rhymes, short stories, novels, and so on. Additionally, literacy involves activities conducted at school and can be interpreted as the expression of thoughts through symbols and language to form understanding. As social beings, humans require reading and writing skills to communicate in their daily lives (Rokmana Rokmana et al., 2023, p. 130).

Reading interest has a significant influence on students. Enhancing the reading interest of elementary school students is a collective responsibility involving the students themselves, teachers, and parents. However, the low reading interest of elementary school students is a barrier, caused by the lack of desire and willingness from students and the absence of a requirement from teachers to read books during the learning process. To improve the reading interest of elementary school students, it is recommended that students receive support to cultivate intrinsic reading interest and be introduced to various reading materials to get them accustomed to reading. Thus, the habit of reading during the elementary school years can shape a high reading interest, which will then continue to develop as students grow older (Helwig et al., 2023, p. 169).

The pre-research results from both schools indicate that the challenges in the learning process involve limited use of media, especially in the form of textbook and storybook resources that are scarce. The limited use of media in learning makes students feel bored and less interested, particularly in terms of reading, resulting in limited knowledge acquisition. The common use of media in the learning process does not sufficiently emphasize reading activities, as it is mainly confined to printed books and minimal media. This situation leads to consistently low reading interest and enthusiasm among students, highlighting the need for the development of media that can motivate students to read.

To address the issues in the learning process, efforts to develop more engaging learning media are needed to stimulate students' interest in reading. One solution to be developed by the researcher is the creation of illustrated storybook media. It is expected that this media will create a more dynamic learning atmosphere, avoid boredom, and encourage students' interest in reading. With illustrations and colorful elements in the book, students are expected to better understand the content due to its visual appeal. Through this media, the researcher aims to overcome student boredom in the learning process and foster a positive reading interest.

Based on preliminary research conducted by the researcher through interviews with educators and the completion of questionnaires by educators and students in two schools, including SD N 2 Kaloran, Temanggung, especially in the second-grade class. From the observations, it was found that some students have low reading interest, and in the learning process, educators only use the provided school textbooks and limited learning media. Based on the initial research results at SD N 2 Kaloran with Riyan as the informant, who is a second-grade teacher, it was revealed that the learning process used thematic books and very limited learning

media, impacting the understanding and knowledge of students, and even decreasing students' reading interest during the teaching and learning process.

SD N 2 Kaloran is a leading school in the 2022 cohort selected by the Indonesian Ministry of Education and Culture, and the school continues to strive to realize literacy efforts, especially in student learning. This research is important to understand the depth of students' understanding of literacy in SD N 2 Kaloran.



### Method (منهج)

The research method used is collaborative classroom action research (CAR), involving a reflective process based on actual situations where problems are identified and addressed through planned and measured real actions (Syaiful Anam, 2023). This research was conducted in Grade 2 of SD N 2 Kaloran, Temanggung Regency, Central Java Province, during the Academic Year 2023/2024, involving a total of 16 students. The research took place from August 3, 2023, to October 3, 2023.

The data obtained from this study consist of quantitative and qualitative data. Quantitative data include the results of calculations from the overall user responses to the questionnaire, while qualitative data. This research was conducted in Grade 2 of SD Negeri 2 Kaloran during the first semester of the academic year 2023/2024. The arrangement of student seating is adjusted to face forward, facilitating the process of listening and students' attention to reading lessons delivered by the teacher at the front of the class.

The subjects of this study are 16 second-grade students of SD Negeri 2 Kaloran in the academic year 2023/2024, with the research focus on reading interest. This study adopts the classroom action research model developed by Kemmis and Mc. Taggart. Each cycle of activities in this research consists of planning, action and observation, as well as reflection stages. The following are the data collection methods applied in the research and the translation into English of the development of illustrated storybook learning media to improve reading interest in second-grade students. Data collection is carried out through three main techniques: scales, observations, and documentation.

The Research Instruments include establishing the ideal maximum score from the reading interest scale, accumulating scores from each item on the scale obtained from students, and calculating the percentage of reading interest score results. This research applies quantitative and qualitative descriptive data analysis techniques. Quantitative descriptive analysis is used to evaluate students' reading interest scores based on the reading interest scale data. Meanwhile, qualitative descriptive analysis involves score assessment, which is then incorporated into the guideline framework.



### Result (نتائج)

Learning media plays a crucial role in the education process. As a learning resource, learning media helps teachers expand students' knowledge. By utilizing various types of learning media, teachers can present lesson materials in a more varied manner, providing a foundation for delivering knowledge to students (Nashihin, 2017). The use of learning media not only involves enriching students' insights but also has the ability to stimulate students' interest in understanding lesson materials more easily. Learning media that is interesting to students can be a trigger for their enthusiasm for learning. The management of learning tools has a crucial role in formal educational institutions. Learning media is not only a supporting tool in the teaching-learning process but also requires the teacher's wisdom in selecting appropriate and relevant media so that the teaching goals set by the school can be achieved optimally (Aan Arwati, 2023, p. 122). Enhancing one's analytical skills and thinking can occur through reading activities, as the reading process provides access to information. Additionally, high-quality reading skills also have a



positive impact on the development of society and the civilization of a nation and country (LaurensiusLaka, 2023, p. 121).

The quality of learning can be influenced by the use of various learning media. These media can serve as effective tools to enhance student learning outcomes and contribute to the learning process, thereby capturing the attention of students for active participation. The role of teachers is considered a crucial element in education, playing an important part in shaping the education system in Indonesia (Nada & Indrawan, 2023, p. 67). One of the factors causing a lack of interest among students in reading is their own laziness. Most students, when asked why they don't read, say it's boring, although if we look and have tricks in reading, it can be very enjoyable. Therefore, one crucial factor for students' interest in reading is the school. Why is school considered important in the development of students' reading? Because most of the children's time is spent learning in school, therefore, students need motivation about the importance of reading and the right techniques in teaching them to read, so with the right formula, it will not make students feel bored (Kalsum et al., 2023, p. 54).

Based on observations during the reading learning process, it is evident that students' interest in reading lessons has declined because they are only asked to read independently using the prepared textbooks. Teachers rarely provide guidance to students during reading lessons. As a result, students tend to choose other activities rather than focusing on the readings given by the teacher. Students are also rarely given the opportunity to ask questions during the reading learning process. In addition, the use of media in reading learning by teachers is less varied. Teachers rely only on textbooks provided by the school. This impacts students who are still learning to read less fluently, making them increasingly bored and losing interest in reading lessons.

Based on pre-action data, there are 50 students who have not shown a good level of reading interest with a percentage of 0%. The following is an overview of the level of reading interest at the pre-action stage.

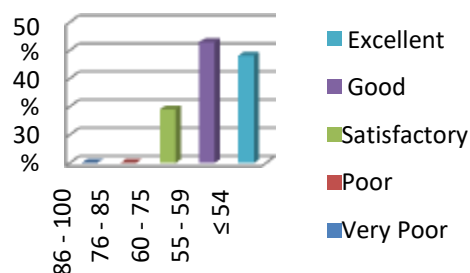


Figure 1

#### Bar Diagram of Students' Reading Interest in Pre-Action and Cycle 1

The development of reading interest in second-grade students at SD 2 Kaloran, both in the pre-action stage and in cycle I, is visually represented in the following diagram.

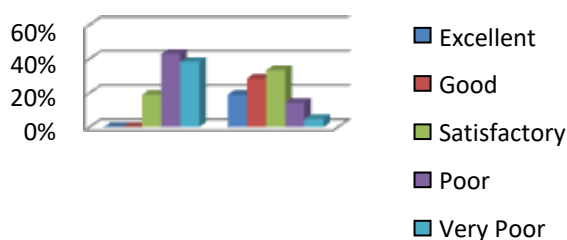
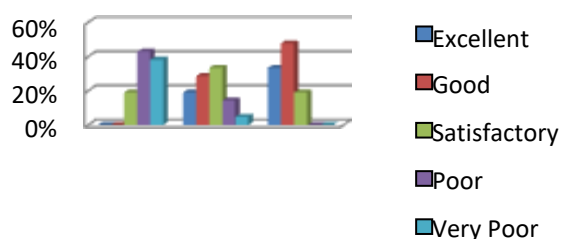


Figure 2. Bar Diagram of Increased Reading Interest of Students in Pre-Action and Cycle I

Based on the illustration above, in the first cycle, there are 10 students (47.62%) who have reached the good standard, including 4 students (19.05%) in the improvement of reading interest for second-grade students at SD Negeri 2 Kaloran, in the pre-action stage, cycle I, and cycle II, as seen in the following graph. In cycle I, there was an increase in the percentage of students who met the good criteria to reach 47.62%, from the initial condition of 0%. However, the percentage of students who met the good criteria in cycle I has not yet reached 75% of the total students, so further cycles are needed. In cycle II, the consecutive use of visual media proved to improve the learning process, as seen from the interaction between teachers and students. With this approach, the reading interest of second-grade students at SD Negeri 2 Kaloran can also be increased. (Nur Alfiana et al., 2023, p. 8)

Progress in the Reading Interest of Second-Grade Students at SD Negeri 2 Kaloran in the Pre-Action Stage, Cycle I, and Cycle II is depicted in the following diagram.



From figure 3 above, in cycle I, there were 10 students (47.62%) who had achieved good standards. Meanwhile, in cycle II, the number of students who had achieved good standards.

A total of 16 students (80.95%) showed progress, consisting of 6 students (33.33%) with an excellent predicate and 10 students (47.62%) with a good predicate. There was a significant increase in the percentage of students showing adequate reading interest, from 0% initially to 47.62% in cycle I. In cycle II, the percentage of students showing adequate reading interest reached 80.95%, from the initial condition of 0%.

In cycle II, the research shows that 80.95% of students show adequate reading interest, exceeding the success criteria set at 75% of the total number of students. Therefore, the research does not need to continue to the next cycle because it has achieved the desired success criteria.

The research results reveal a significant difference between the conditions before and after the implementation of the action. The actions applied by the teacher to improve students' reading interest involve the use of illustrated alphabet media. The use of reading materials supported by these images not only attracts students' attention but also aims to facilitate their understanding of the content. Thus, the joy of reading can grow when students can understand the content well



## Discussion (مناقشة)

In general, someone's reading interest is influenced by two factors: internal factors and external factors. Internal factors refer to aspects originating from within the individual, such as inherent predispositions, habits, and self-expression. These aspects include intelligence, age, gender, reading ability, attitude, and the individual's psychological needs. On the other hand, external factors are elements originating from outside the individual or the environment, including the family environment, neighbors, and the general surroundings. These external factors affect the level of motivation, willingness, and inclination of an individual to read continuously. External components involve factors such as the availability of suitable reading materials, social and

economic status, ethnic groups, as well as the influence of peers, parents, teachers, television, and movies (Lucia Ari Dinanti, 2023, p. 876).

Investigating reading behavior with process data can reveal how students approach tasks and uncover successful strategies or difficulties they experience. New knowledge about student activities and related patterns can provide useful information for addressing issues, such as personalizing instruction or providing feedback (Hahnel et al., 2023, p. 738). The use of sequential images in reading materials is one crucial factor contributing to the improvement of students' reading interest.

To enhance reading interest, it is crucial for every individual, especially students, to have self-awareness. Reading interest refers to one's inclination to read with the purpose of inspiring them to take action. There are two factors influencing the development of someone's reading interest: internal factors originating from the individual themselves and external factors from their surrounding environment. Internal factors include the individual's desire and passion for reading. On the other hand, external factors can be influences from teachers, peers, or mass media promoting interesting books worth reading (Nur Alfiana et al., 2023).

Specifically, the suitability of learning materials depends on the level of competence, personal interests, and the diverse learning styles and strategies of students. Second, the learning process, including the enhancement of knowledge and skills, is based on the initial learning profiles of students, allowing for various learning strategies and paces. Third, learning products, closely related to summative assessment, also legitimize variations and alternatives in presenting learning outcomes. Fourth, to meet the diverse affective needs of students, communication, collaboration, and interaction between students and teachers are crucial as these interpersonal processes contribute to empathetic and dynamic relationships and a supportive learning community. Fifth, the physical and social learning environment should be inclusive and welcoming to members with different preferences and behavior patterns. (Sun, 2023, p. 178). Different when spelling is included as an instructional component, we also inquire about the instructional effects on outcomes for students with or at risk of dyslexia when morphological awareness or vocabulary instruction becomes an instructional component (Hall et al., 2023, p. 290).

Student reading interest is a complex topic, influenced by various factors including motivation, family environment, and the availability of reading materials. To enhance motivation and the availability of reading materials, this study employs serial image media in thematic learning. The use of sequential images is expected to improve learning activities. The use of sequential images is expected to enhance learning activities. Activities carried out by students in the reading corner involve selecting reading books according to their preferences. To assess students' understanding of the reading material, they are asked to explain the content of the book they have read after finishing it (Arum Putri Rahayu, 2023, p. 2).

The use of random alphabetical images in this study provides various benefits that support the improvement of students' reading interest. Serial images serve several functions, including: boosting student motivation in writing, facilitating creativity in composing words into essays, providing information about objects and relationships between events, assisting students in planning the story's flow, simplifying story development, and training vocabulary understanding and sentence usage.

Teachers can play five main roles in enhancing reading interest, namely as creators, facilitators, motivators, evaluators, and dynamizers. This means that the teacher's role is not only limited to guiding learners but also requires the teacher to be a creative figure in delivering learning materials to capture the learners' interest. (Nadila Utami, 2023, p. 25).

Based on the above analysis, the use of sequential letter images in reading materials has proven to increase students' reading interest. Sequential images can capture attention, clarify comprehension of reading materials, and stimulate students' motivation to read, ultimately creating a sense of joy in the learning-to-read process. The impact of these reading activities is evident in the increased reading interest of students. This increased reading interest can also enhance the outcomes of the learning activities conducted by the teacher.





## Conclusion (خاتمة)

The process of implementing sequential image media to enhance the reading interest of second-grade students at SD N Kaloran can be realized through various activities, including observation, question and answer sessions, group and individual reading, and connecting reading comprehension with sequential images. These steps can stimulate students' interest in readings accompanied by sequential images, thereby fostering their reading interest during the learning process. The improvement in the reading interest of second-grade students at SD N Kaloran is evident through the percentage of students who achieved a good predicate after the actions in cycles I and II. Before the actions were taken, the percentage of students showing good reading interest was 0%. After the actions in cycle I, this percentage increased to 47.62%. In cycle II, further improvement occurred, reaching 80.95%.



## Acknowledgment (شكر وتقدير)

Based on the findings and analysis of the research, here are the recommendations from the researcher:

1. It is recommended that students be more motivated to develop curiosity through literacy activities so that their reading interest can grow and develop.
2. For teachers, it is suggested to integrate alphabetical image media as a tool in reading activities, especially for students in grades I and II. This is expected to encourage students to actively and enthusiastically understand the content of the reading and dedicate themselves to the reading process. Thus, students' reading interest can be enhanced.
3. School principals are advised to support all activities that can improve students' interest in reading, such as providing learning facilities in the form of alphabetical image media, supplying illustrated reading books, and implementing literacy programs within the school environment.



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