

Improving Reading Interest With "Sapa Mentari" in Elementary School Students

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Abstract. This study aims to describe the increase in reading interest of grade 1, 2, 3, 4, 5, and 6 students at SDN Sarwadadi 03 in Cilacap Regency through storytelling using "Sapa Mentari". The research used a descriptive qualitative and quantitative research method with a case study approach by examining 85 students. Data collection in this study through observation, interviews, and documentation of principals, teachers, and students, and data analysis through triangulation with data reduction, data presentation, and data verification. Increasing interest in reading is done through storytelling "Sapa Mentari" with the stages of imagery, questioning, inferencing, and retelling. The measurement of reading interest was measured using the indications of liking, interest, attention, and involvement. The results showed that "Sapa Mentari" can increase students' interest in reading at the 1st, 2nd, 3rd, 4th, 5th, and 6th-grade levels.

Keywords: reading interest; storytelling; elementary school,

1 Introduction

Reading is one of the most important literacy activities in learning and an indicator of the success of the learning process [1] [2]. Students' literacy skills in reading are needed to recognize, understand, and apply the material that has been learned at school [3]; therefore, reading activities need to be improved and supported through students' reading interests, especially at the elementary school level [4].

Central Connecticut State University data (2016) shows that Indonesian students' interest in reading is still low [5] and is in the lower category in literacy activities, with survey results ranked 60 out of 61 countries [6]. This has an impact on students' learning achievement. The higher the interest in reading among students, the higher the learning achievement obtained. Low interest in reading indicates less than optimal learning achievement in learning [7] [8]

Based on the results of the author's observations at SD Negeri Sarwadadi 03, it is stated that the reading interest of students in grades 1, 2, 3, 4, 5, and 6 is still low, as reflected in the reading habits of 85% of students in reading activities. Low reading interest occurs due to learning loss during a pandemic, which greatly impacts students' reading ability and reading interest. Low reading interest is triggered by the lack of initiative of students in finding preferred reading books, low involvement

and interest in using books as a means of reading, and influential environmental factors, especially in the environment where students live. On the other hand, schools have provided facilities such as reading clinics and libraries; therefore, it is necessary to be supported by school encouragement in providing motivation and providing programs that can increase students' interest in reading.

Reading interest has an important role in the learning process, so it is necessary to cultivate interest in reading from an early age [9]. As one of the steps to increase reading interest and reading literacy skills, the government implemented the School Literacy Movement (GLS) policy. The School Literacy Movement (GLS) is an effort to realize a literate society through schools [5]. GLS involves all school members, including principals, teachers, students, parents or guardians, and the community, and is expected to develop students' interest in reading [10] [11].

One form of GLS for increasing students' interest in reading in elementary schools is through the storytelling method. Research conducted by prior researchers [12] explains that the storytelling method can increase elementary students' interest in reading through verbal ability and the critical ability to contribute ideas. The storytelling method can increase creativity and children's literacy [13]. The storytelling method in its development uses imagery, questioning, inferencing, and retelling [14].

The storytelling method provides a stimulus that can develop students' ability to interpret an event outside of their direct experience so that students can take lessons about attitudes that need to be emulated to create students with character and morals. [15] [16] [17].

This study was conducted to determine the increase in students' interest in reading in grades 1, 2, and 3 at SDN Sarwadadi 03 through the "Sapa Mentari" activity. This research can be a reference and a form of consideration for school principals and teachers to determine school policies for implementing the right form of school literacy movement to increase students' interest in reading and to guide students in increasing their interest in reading better and more competently.

2 Research methods

This study uses a descriptive qualitative method including the use quantitative method, this method has the aim of describing the phenomenon by paying attention to characteristics, quality, and interrelationships without modifying the variables studied so that it describes as it is. [18] [19]

The type of research in this study is case study research by exploring programs, processes, and activities of many people whose collection is carried out in depth [19] [20]. The case study in this study is trying to examine the "Sapa Mentari" activity (Saturday Morning Listening to Stories and Discussing the Material) and describe the implementation of activities in depth to increase students' interest in reading at SDN Sarwadadi 03 and reveal the supporting and inhibiting factors in its implementation.

Data collection was carried out using observation, interviews, and documentation. The observation was carried out to obtain the actual conditions [21] in observing the reading interest of 85 students in primary school classes 1, 2, 3, 4, 5, and 6 SDN Sarwadadi 03 Dusun Cigebrat RT 01

RW 06 Sarwadadi Kec. Kawunganten. Interviews and documentation were conducted to find out the extent of students' reading interest in learning at school.

Observations used an observation sheet consisting of several indicators for one week to determine the reading habits of each student and school community. Structured interviews with the principal and teachers involved in "Sapa Mentari". Interviews were conducted for 30-45 minutes to determine the depth of information provided.

Documents collected were primary data in the form of observation sheets, interview results, and documentation. Data analysis for quantitative data is analyzed with statistics, and qualitative data are analyzed through data reduction, data presentation, and conclusion drawing to provide interpretation and verification of the data obtained

3 Result and Discussion

Increasing students' interest in reading with "Sapa Mentari" is one form of the school literacy movement issued by the principal in providing activities that can be a means of fostering students' interest in reading in grades 1, 2, 3, 4, 5, and 6 at SDN Sarwadadi 03. The stages of increasing interest in reading are carried out thoroughly and continuously for all 85 students directly at school. The results show:

Table 1. Observation Results of Reading Interest

Indicator	Yes	No
Reading activities are conducted every day		√
There are 15 minutes of reading activity		√
Principal, teachers, and education personnel engage in activities for 15 minutes		√
There is a classroom reading corner in each class with a collection of non-lesson books	√	
There are reading campaign posters in classrooms and other areas of the school.	√	
There is a school library or designated room for storing non-student reading books	√	

The results of observations using the indicators of reading interest [22] [23] show that habituation activities to foster interest in reading are still not running optimally even though the school has facilitated facilities for students to read.

Sapa Mentari (Saturday Morning listening to stories and discussing the material) is a storytelling activity that is packaged in an interesting way to learn and instill moral values in students. The purpose of "Sapa Mentari" is to be able to foster students' interest in reading, especially for grades 1, 2, 3, 4, 5, and 6 as many as 85 students, form students' personality and moral attitudes, improve verbal abilities, stimulate interest in writing and increase students' knowledge.

The results of interviews with the principal (LQ) and teachers (EK, OR, DR, RR, OW, and BS) in providing "Sapa Mentari" activities through storytelling consist of 4 (four) stages of imagery, questioning, inferencing, and retelling activities lasting 45 minutes and carried out outside the classroom or school field before learning is carried out. Before carrying out the "Sapa Mentari" activity, the teacher will divide students into 3 groups according to the student's grade level.

Table 2. "Sapa Mentari" group division

Group	Class	Students
1	1	11
	2	22
2	3	12
	4	10
3	5	10
	6	20
Total		85

The research process of the "Sapa Mentari" storytelling stage, namely imagining, was conducted for 10 minutes with the teacher. Teachers conducted storytelling in each group differently, namely, group one was guided by teachers EK and OR, group two was guided by teachers DR and RR, and group three was guided by teachers OW and BS. The teacher read aloud one of the themes that had been adjusted to the level of the group, while the learners carefully listened to the theme of the story that was read. Imagery is conducted by providing intonation and appropriate movements and facial expressions to attract learners' focus and attention so that they can imagine the characters, situations, and plot of the story that was read. This should be used to encourage students [22] [23] [24]

However, once the students have done the imagining step, the activity is followed by questions about the story that has already done, related for 10 minutes. The enquiring step in storytelling involves the teachers in both groups discussing the story content that has been read through by providing the learners with a suitable chance to ask questions about the story that has been done. Teachers EK and OR, both from group 1, enquired about the topic of the stories and the characters involved in the scenes. Teachers DR and RR, both from group 2, asked about the activities performed by the characters in the story. Teachers OW and BS from the third group provided additional questions regarding the characters, the storylines, and the activities that happened in the stories. The question set differs according to the group level and the topic presented to elicit positive interactions with the learners. The storytelling book used was a non-subject book and therefore provided curiosity for the children to foster their interest in reading. Prior research describes how non-subject textbooks present moral values and clear lessons that are easily perceived by the student [25] [26]

Inferencing done 10 minutes, and the teacher in each group and students carry out inferencing activities simultaneously to find out the ability of students to understand the story that is delivered so that the moral story's lessons engage the students. Inferencing provides learners with the chance to derive meaning from the storytelling lessons they have listened [24]

Retelling is the final stage given by the teacher, this activity is done for 15 minutes. Teachers EK, OR, DR, RR, OW, and BS provide opportunities for students in each group from classes 1, 2, 3, 4, 5, and 6 to retell each story that has been listened to by taking turns in pairs. Retelling activities in storytelling give learners enthusiasm in reading interest and reading back the stories that have just happened. The repetition of the stories provided the students' oral skills trained and helped the students to recognize the story that they learned through the repetition and reinforcement given by the teacher [14]

The implementation of the "Sapa Mentari" activity through storytelling which is carried out regularly every Saturday, mainly for grades 1, 2, 3, 4, 5, and 6 with a total of 85 students is a measure to involve school citizens in habitual behavior and improve students' reading interest [23] [27]. The results of interviews with LQ and teachers (EK, OR, DR, RR, OW, and BS) of SDN Sarwadadi 03 are in line with previous research, explaining that "Sapa Mentari" can be effective and optimal through consistent and sustainable actions involving all school members.

The results of the research conducted by the researcher show that school support in increasing students' interest in reading through the existence of reading clinics and libraries that provide reading choices from various types of reading books must be complemented by strategies that provide a comfortable atmosphere to motivate and encourage students to read [28] [29] [30] so that the school's goals in increasing students' interest in reading will work optimally.

Students' reading interest is perceived in the context of preference, interest, attention, and engagement [31] and the situational effect of the environment where students learn to read. The "Sapa Mentari" activity through storytelling has an impact on increasing the reading interest of students in grades 1, 2, 3, 4, 5, and 6 of SDN Sarwadadi 03.

Table 3. Data on Increasing Students' Reading Interest

Indicator	Group 1	Group 2	Group 3
	Grade 1 and 2	Grade 3 and 4	Grade 5 and 6
Preference	75%	75%	80%
Interest	75%	75%	85%
Attention	60%	60%	80%
Engagement	50%	60%	60%

Students in grades 1, 2, 3, 4, 5, and 6 had improved their reading interest according to levels of groups, with group 1 improving their reading interest in terms of 75% preference for reading, 75% interest, 60% attention, and 50% engagement. Group 2 learners have an increased reading interest for the effects of preference of 75%, interest of 75%, attention of 60%, and engagement of 60%. Group 3 learners had an increase in reading interest of 80%, interest of 85%, attention of 80%, and engagement of 60%. According to the result, children's interest in reading increased after the "Sapa Mentari" activity, and the indicator of interest from every group with the highest percentage, preference, attention, and engagement was the lowest compared to others.

Measurement of students' reading interest at Sapa Mentari by involving storytelling through imagining, question answering, inferring and retelling shows that students in grades 1, 2, 3, 4, 5, and 6 are interested in storytelling activities from the point of view of interest in reading has increased for each grade level, preferences have increased, students' attention is different showing that the focus of students, while for engagement has increased quite low this is mainly related to the presence of a few students who illiterate, whereas the reading interests different of groups either from group 1, group 2, and group 3 has increased with the presence of storytelling activities in their grade level, especially for group 1, group 2, and group 3 few students who can't read. The headmaster of LQ school explained that students' engagement is quite low, mainly for group 1 few students who are illiterate, compared to the reading interest of groups 1, 2, and 3, which has increased with the "Sapa

Mentari" activity. Shown students have a high curiosity to learn the reading content delivered by the teacher.

The results of reading interest research with "Sapa Mentari" showed different improvements in each aspect and each grade level. This research was conducted by prior research [32] [33] [34] that each learner has a different interest in reading according to the type of reading material, visual stimulus, accompanying factors, and the environment where learners learn to read. The support of schools and the school community is important to motivate students can increase their interest in reading because the school environment plays a role in providing a stimulus for students' willingness to read [23]

SDN Sarwadadi 03 is committed to providing innovative and fun activities through "Sapa Mentari" by supporting storytelling activities by the principal and teachers. The results showed that the school provided a reading area for storytelling activities and provide reports in the form of weekly reading journals given to students and teachers who participated in "Sapa Mentari" activities. "Sapa Mentari" activities can run effectively with continuous familiarisation and need the role of parents to encourage students to develop an interest in reading.

The obstacles experienced by SDN Sarwadadi 03 in the implementation of "Sapa Mentari" are that there are still teachers who have not mastered interesting storytelling techniques and have an impact on the lack of enthusiasm of students, the time available is still insufficient for storytelling activities, not finding props or media that are suitable for providing storytelling, not all parents support activities, mainly increase reading reference sources, still low school residents in knowledge about storytelling.

Recommendations for further research in increasing interest in reading can provide appropriate props or media to provide visual interest to students and provide time for long activities so that students and teachers in doing storytelling, in addition to reading interest, can research students' writing skills and assess the relationship between the two.

4 Conclusion

The results described, this study aims to determine the increase in reading interest of students in grades 1, 2, and 3 at SDN Sarwadadi 03 through the "Sapa Mentari" activity. The activity provides an increase in student interest in the aspects of preference, interest, attention, and engagement. The results show differences in improvement for each grade level, by previous research that different student's interest in reading.

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