



Fostering Grade 3 Students' Reading Interest: The One Day One Reading Literacy Movement

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ABSTRACT

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This research aims to describe the implementation of the literacy movement using the one day one reading method to increase reading interest in grade 3 students at MI Azzainiyah II. This research uses a descriptive qualitative approach. The subjects of this research were 3rd grade students at MI Azzainiyah II. The data collection technique uses interviews with class III homeroom teachers, several class III students, observation and documentation. The results of this research show that the one day one reading program can be used as a method that can be applied by all teachers to increase students' reading interest. Not only textbooks, general books can also be used as reading material for students. Give students interest in reading skills, actively ask questions and be enthusiastic in reading activities. By increasing interest in reading, students' knowledge will increase.

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INTRODUCTION

From an early age, literacy understanding is very important, therefore literacy-writing and counting tutoring institutions for early childhood must be considered by adjusting to the stages of child growth and development (Davidson, M. M. 2021.). Therefore, it is necessary to pay deep attention to the sustainability of early childhood literacy education continuing to basic literacy. Since children reach elementary school age, children are helped to read correctly (Li et al., 2021). Full concentration when reading is very necessary for early childhood, because it greatly affects children's understanding of what is read. Sometimes some people are not focused when reading books, like people who read news in newspapers. Literacy is an important skill in life that must be developed from an early age. Much of the educational process relies on literacy ability and awareness. Literacy culture must be embedded in students because

this affects their success rate, both in school and in community life. The most basic thing in literacy practice is reading. Therefore, the support of the surrounding environment is very influential on the development of literacy in students (Nur Ani et al. 2023).

Literacy is a general term that refers to a person's abilities and skills in reading, writing, speaking, counting, as well as solving problems in everyday life (Ningrum et al., 2021). The maximum learning outcomes are known if the interest in learning is high. Reading is also a major component to improve the literacy movement towards learners. With reading activities, students will easily acquire new knowledge, information, data, and new concepts that can be applied in real life both at school and in the community. (Efanía and Umam 2023). There are many problems in education that can cause low ability of students to learn, seen from the smallest things such as inadequate school facilities and infrastructure. Another thing that teachers often face is that the methods used are not appropriate (Daulay et al., 2023)

From the observation on September 4, 2023, Indonesian lessons in grade 3 MI Azzainiyah II Karanganyar and it was obtained that learning was carried out using the method used by the teacher did not run well, because there were no students who wanted to ask. So that makes students less interested in reading every day. The initial observation carried out by researchers in grade 3 MI Azzainiyah II Karanganyar is the level of development of students' reading interest that is less than optimal and there are some students who have not reached the indicators of understanding in learning.

In this problem, teachers do not provide opportunities for students to ask questions and do not provide interesting learning innovations to increase students' interest in reading, as a result, students become passive and not trained in conveying ideas or ideas (Santayasa et al., 2020). The ability of protégés becomes frozen and uncreative. Success in arousing students' enthusiasm to learn and ensuring smooth learning activities is the main factor that must be done, namely with fun learning so that students do not feel pressured in understanding the learning content. This needs to be considered by teachers because it is very important. Teachers must act quickly to provide an engaging and active learning environment. Therefore, by fostering a vibrant, creative, inventive, effective, and fun learning environment, this can be achieved (Widat, Mardiyah, and Tartilah 2023).

In the classroom there are also reading corner methods, question and answer, discussion methods are also used by teachers in the learning process in class, because the lack of inadequate book knowledge makes students unable to read their interest so that many students feel bored and even lack understanding of the learning delivered by the teacher. Thus, it is very important for schools and

parents to encourage interest in reading in elementary school students. Creating a supportive environment, providing access to different types of reading materials, and engaging students in engaging reading activities can help increase their reading interest (Ningtyas et al., 2023).

Similar research has been done before which explains that the school literacy movement has three stages, namely, the habituation stage, the development stage, and the learning stage. The books used in this literacy movement are folklore fairy tale story books (Efanía et al., 2023). to strengthen and develop literacy in primary schools. Important elements to improve children's literacy are parents, teachers, schools, and government (Tabroni et al., 2022). Content literacy teaching can improve students' science domain knowledge and reading comprehension outcomes (Kim et al., 2021).

The author as a researcher uses the "One Day One Reading" method as one of the methods in increasing reading interest in grade 3 students of MI Azzainiyah II Karanganyar. This method is used by the author so that every day students are active in reading activities, and can more quickly understand learning (Zaini et al., 2022). Researchers also provide understanding to students and apply this method because it is in accordance with the development of grade 3 students of MI Azzainiyah II Karanganyar whose stages are still getting used to reading. This method is in accordance with the method of reading every morning before starting learning with textbooks to increase interest in reading in students.

METHOD

This study aims to understand the concept of reading literacy movement through the One Day One Reading method for grade 3 students at MI Azzainiyah II Karanganyar. This type of research uses descriptive qualitative research methods (Thompson Burdine et al., 2021). This research produces descriptive data in the form of words and images observed. This research uses a case study approach (Hamidullah Ibda et al., 2022). Case study research is a study that is an in-depth description and analysis. Case study research is a research method focusing on a phenomenon to be studied or described in depth.

The data collection technique used in this study was by using observation, interview and documentation techniques. Observations are made by researchers through direct observation related to the learning process of students in class. Interviews were conducted by researchers to homeroom teachers and several students who were randomly selected using random sampling by researchers to explore the information needed and to answer the phenomenon studied. And documentation, carried out by researchers as additional data in the research process (Lestari & Tirtoni, 2021).

The data analysis technique used by researchers in this research activity is to use 3 stages. Among them is, the data reduction stage carried out by researchers with the aim of simplifying and preparing relevant data related to increasing student reading interest. Next is to present data through descriptive narratives to find out changes related to students' reading interests. and verification/conclusion drawing used by researchers as a process of drawing conclusions (Abdul Wahid Zaini, 2013).

FINDINGS AND DISCUSSION

The results of this study include the results of interviews, observations and documentation. Interview with homeroom teacher, some grade 3 students of MI Azzainiyah II Karanganyar. In this activity, it is obtained by the existence of reading corner activities and one day one reading. This is done because of the lack of interest in reading in students. And the lack of teacher variation in increasing reading interest in students. Thus, there needs to be a literacy movement with many methods so that students are enthusiastic about reading so that interest in reading grows in students. So we try to reactivate students to love reading with the 3rd grade reading corner of MI Azzainiyah II Karanganyar which has been running but is not active and makes the one day one reading program more varied. Here's the extermination

Reading Corner

The reading corner is one of the programs that has been initiated by the elementary school to increase students' interest in reading. Reading corners are located in every corner of the classroom with a collection of story books and subject support books. By optimizing the reading corner, the Reading Literacy Movement can run smoothly. There needs to be support from various parties such as school principals, teachers, those in charge of the literacy movement, and students to optimize the reading corner as one of the programs of the Literacy Movement in Elementary Schools (Arum Nisma Wulanjani and Candradewi Wahyu Anggraeni 2019).

Figure 1. Reading corner documentation



The reading corner is the use of various corners of the room in the school as a place for a collection of books and writings from students in each class. The implementation of this reading corner program is expected to foster students' interest in reading and writing so that students have a good mind. (Arbayu, Rizal, and Mahmudah 2023). The existence of a reading corner has a positive influence on students. Especially in students' reading interest and facilitating students who are not very able to read. However, the lack of reading materials in the reading corner makes students bored and moreover there is no reading library in the school so they cannot add books to the reading corner in classroom learning. The students were happy with the reading corner even though only a few storybooks were added.

However, not all students have an interest in reading. There is a reading corner that contains storybooks that appeal to students, encouraging them to be interested and prefer to read. Although the average grade 3 student has fluent reading skills, interest in reading is sometimes lacking in some students. Out of 13 students, only 2 or 3 students really couldn't read. However, not only student laziness is the main reason, family factors also play a role in this. Some students face difficulties in reading, not just at the level of words and letters, due to influences from their family environment. A statement from Wawanca, the grade 3 homeroom teacher, said that there were only a few students who had difficulty reading. Despite their best efforts, certain factors in the student's environment are still a major obstacle, especially for students who really cannot read due to the influence of their family environment.

From these results, it can be seen that the existence of facilities and infrastructure such as reading corners filled with various story books, including fairy tales or folklore, provides a pleasant experience for students and increases their enthusiasm in reading. This confirms that when students are only fixated on reading textbooks, they can feel bored and bored. Therefore, not only lack of interest in reading or following lessons, but sometimes students also become less focused in listening to the lessons delivered.

One Day One Reading

"One day one reading" aims to improve students' reading interest and their reading skills, so that they can understand the learning material better. School literacy programs have both supporting and inhibiting aspects. One of the supporting aspects is the full support from the government for the implementation of School Literacy Action. Support not only from the government, but also from parents and the community, is very important. Their involvement in supporting all positive activities can encourage students to be more enthusiastic in the learning process.

The "one day one reading" literacy program with reading activities

together before starting learning is a research initiative that can be applied by all teachers. This activity involves a reading session together for 5-10 minutes before starting the lesson, followed by 5 minutes to understand the content of the reading. In practice, a rotation of 3 students is applied to take turns reading in front of the class, which not only increases their reading interest, but also provides an opportunity for students to build their courage in speaking and telling stories in front of their friends. After the reading session, a question and answer session is conducted to ensure students' comprehension. Questions are asked about who already understands and who still needs additional help. Then, the reading material is reread and the content of the text is explained in more depth to ensure student comprehension.

This program aims to improve students' reading skills as well as build their confidence in speaking in front of others. With a combination of reading activities, question and answer sessions, and further explanations, it is hoped that students can better understand the material taught and also improve their reading and speaking skills.

Figure 2. Application of the one day one method



This shows that it is necessary to optimize reading activities that have been implemented by the school. Teachers in each school can apply methods of increasing students' reading interest such as the use of the one day one reading method, or games related to reading, or others.

Literacy Movement

Literacy is a movement launched by the Ministry of Education and Culture. In general, literacy is a term for the ability and skills that a person has to understand or understand, process, and use information received for various circumstances. Therefore, of course, literacy is closely related to student life, whether in the home, school or community environment. So that literacy is good to be used to cultivate noble ethics.

Literacy is defined as a) the ability to read, write, count, and speak, as well as the ability to find information and use it; b) social activities in their application are affected by various conditions; c) learning activities in which there are

reading, writing, counting activities used to think, investigate, ask, and critique all things that have been learned; and d) the use of readings that have variations in terms of subject, flow, and level of language complexity (Wiratsiwi, W. 2020).

With the literacy movement that is honed and developed with various methods, there is also an increasing interest in reading in students. Because sometimes students need new rights that can encourage their abilities so that they are more active and more cohesive in reading. With so many learning methods, students will more quickly understand what is conveyed by the teacher.

Changes in Reading grade 3 MI Azzainiyah II Karanganyar

The existence of a one day one reading program for grade 3 students of MI Azzainiyah II Karanganyar brings many changes even though not all students respond, but it does not mean that the program is burdensome for students. Instead, they are very active in these activities. Sometimes you have to be more excited so that the program runs smoothly. For the beginning of the research stage, there are indeed a few obstacles because there are some students who are not fluent in reading, however, they are getting excited and continue to follow the program diligently. The existence of a one day one reading program before learning begins is intended so that students' interest in reading increases and can facilitate understanding of learning. Even if there are students who really can't read, we still try.

Even though there is already a reading corner program in class, students are a little unaccustomed to reading. So the researchers added several story books to the collection of the reading corner so that students are interested in reading. This can make students more interested in reading. Even if the time to read is small, we still insert time to read and then retell what is read. Even if there are students who are not excited but do not show the nature of rejection. Students just shut up and listened. And students keep following our lead.

Figure 3. researchers in giving understanding to students.



The development of students' reading interest seems to increase through the "One Day One Reading" Literacy Movement program. This program has helped train students in reading activities, which in turn increases their understanding of the learning material. This program is implemented regularly every time the bell rings, where students are required to enter the classroom and do reading activities before learning begins. The main purpose of this activity is to increase students' awareness of the importance of reading as well as strengthen reading interest among grade 3 students at MI Azzainiyah II.

Meanwhile, this program also gives a boost to students' reading interest. They became more involved in literacy activities and began to see reading as something fun, not just as an obligation at school.

CONCLUSION

By introducing various methods that are more interactive and fun, it is hoped that students will be more motivated and excited in their learning process. Thus, the implementation of the "One Day One Reading" Literacy Movement Program has had a positive impact in fostering students' interest in reading in grade 3 MI Azzainiyah II. This indicates that students' increased enthusiasm for reading will contribute to an increase in their overall reading interest, but also suggests that a more creative variety of learning methods can be more motivating and engaging students in the learning process.

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