



Teachers' Efforts to Increase Reading Interest in Grade IV Students of SD Negeri 091254 Batu Onom

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Abstract

This study aims to describe teachers' efforts in increasing the reading interest of grade IV students at SD Negeri 091254 Batu Onom. This study uses a descriptive qualitative approach. Data collection was carried out from July to September 2026 through observation, interviews, and documentation. The research informants consisted of grade IV teachers and ten students who were selected using purposive sampling techniques from a total of 17 students. The data were analyzed using the Miles and Huberman model which included data reduction, data presentation, and conclusion drawn. The results of the study showed that teachers made various efforts to increase students' interest in reading, including getting used to reading activities before lesson, providing motivation and praise, forming small groups, implementing reading while playing, creating a comfortable classroom atmosphere, and paying special attention to students who were less interested in reading. Of the ten students who became informants, eight students (80%) stated that they liked to read, nine students (90%) stated that they were invited to read before learning, and all students (100%) stated that they received motivation from the teacher, participated in interesting reading activities, and felt comfortable during the reading activity. However, the implementation of these efforts still faces obstacles in the form of limited reading materials, the unavailability of reading corners in the classroom, and the presence of students who are less interested and not fluent in reading. This study concludes that teachers' efforts have supported the creation of a positive reading experience, but need to be strengthened through the provision of literacy facilities, the addition of diverse reading materials, and continuous assistance according to the needs of students.

Keywords: teachers' efforts, reading interests, elementary school students, reading habits, literacy

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INTRODUCTION

Reading is one of the basic skills that elementary school students must have because it plays an important role in obtaining information and understanding learning materials. Good reading skills can help students expand their horizons, improve thinking skills, and support success in the learning process. Therefore, reading skills and interests need to be instilled early so that students are able to follow learning well and achieve optimal learning outcomes (Tarigan, 2015).

According to Tarigan (2015), reading is a process to obtain messages or information conveyed by the author through written language. Through reading activities, students can obtain various information and knowledge that are useful to support the learning process. Therefore, reading skills need to be developed from an early age so that students are able to understand the content of reading well. Reading activities are related to students' cognitive development. At elementary school age, students are at the stage of concrete operational development according to Jean Piaget. At this stage, students begin to be able to think logically about real things, so that reading activities can help students develop thinking skills and understand information in the learning process (Mu'min, 2013). Reading interest is an encouragement in a person to do reading activities continuously with pleasure without any coercion (Dalman, 2017). A good interest in reading can help students increase insight, increase knowledge, and make it easier for students to understand lessons.

However, in reality, the reading interest of elementary school students is still relatively low. This can be seen from the lack of reading habits, low interest in books, and the lack of utilization of literacy facilities available at school. These conditions can have an impact on students' ability to obtain information and understand learning materials (Rahim, 2018). In increasing students' interest in reading, teachers have a very important role. Teachers not only deliver learning materials, but also act as motivators so that students are more interested in reading activities. Efforts that teachers can make include getting used to reading before learning, providing reading corners, providing reading motivation, and creating a learning atmosphere that supports literacy activities (Sardiman, 2018).

Based on the results of initial interviews with grade IV teachers of SD Negeri 091254 Batu Onom, it is known that teachers have made various efforts to increase students' interest in reading. These efforts are carried out through reading activities before learning starts, the use of reading corners in the classroom, and providing motivation to students to be more interested in reading. However, these activities have not fully yielded maximum results. There are still students who are less interested in reading activities and do not have the habit of reading independently. Some students read only when given an assignment by the teacher and have not taken advantage of their free time to read.

Based on several previous studies, literacy activities in elementary schools such as reading habits and the School Literacy Movement can help increase students' interest in reading. However, its implementation still faces several obstacles such as limited time, facilities, and students' reading habits that have not been well formed (Rahma, 2023;

Yanti et al., 2023). Therefore, more optimal teacher efforts are needed to increase students' interest in reading so that reading activities can become positive habits. Through various efforts such as reading habits, the provision of literacy facilities, and motivation, it is hoped that students can be more interested in reading activities.

Based on the background description, it is known that the reading interest of grade IV students of SD Negeri 091254 Batu Onom still needs to be improved even though teachers have made various efforts to cultivate reading habits. Therefore, the researcher is interested in conducting a study entitled "Teachers' Efforts in Increasing Reading Interest in Grade IV Students of SD Negeri 091254 Batu Onom."

METHOD

Research Methods

1. Types of Research

The type of research used in this study is qualitative research with a descriptive approach. Qualitative research is research that aims to understand a phenomenon in depth based on the circumstances that occur in the field. This research produces data in the form of words, information, actions, and behaviors obtained from the research subjects. The descriptive approach is used because this study aims to clearly describe the teacher's efforts in increasing the reading interest of grade IV students of SD Negeri 091254 Batu Onom. This study does not use statistical calculations, but describes the processes, activities, obstacles, and strategies carried out by teachers in increasing students' interest in reading.

According to Sugiyono (2019), qualitative research is a research method used to research the condition of objects naturally with researchers playing the role of the main instrument in research. Based on this description, it can be concluded that this study uses a type of descriptive qualitative research because the research aims to obtain an in-depth picture of teachers' efforts in increasing the reading interest of fourth grade students of SD Negeri 091254 Batu Onom.

2. Research Location and Time

This research was carried out at SD Negeri 091254 Batu Onom. The location of the research was chosen because the school has learning activities and literacy activities related to increasing students' interest in reading, especially grade IV students.



Figure 1. Research Location

This research was carried out from July to September 2026 at SD Negeri 091254 Batu Onom. The implementation of the research includes the research preparation stage, data collection through observation, interviews, and documentation, data analysis, and the preparation of research reports.

3. Population and Sample

Population is the entire subject that is the source of data in the research. The population in this study is all grade IV students of SD Negeri 091254 Batu Onom as well as grade IV teachers who are involved in learning activities and reading literacy activities. The selection of the population is adjusted to the focus of the research, which is to find out the efforts of teachers in increasing the reading interest of grade IV elementary school students.

The sample in this study was selected using the purposive sampling technique. Purposive sampling is a sampling technique based on certain considerations that are in accordance with the purpose of the research. The sample in this study consisted of grade IV teachers of SD Negeri 091254 Batu Onom as the main informants and ten (10) students out of 17 grade IV students as supporting informants. Grade IV teachers were selected because they knew firsthand the learning process, students' reading habits, and efforts made to increase reading interest. Meanwhile, ten (10) students were selected as supporting informants to obtain information about their experiences, reading habits, and responses to teachers' efforts to increase reading interest. The selection of samples was carried out based on the consideration that the informant is directly related to the focus of the research so that it is able to provide the information needed about teachers' efforts in increasing the reading interest of grade IV students of SD Negeri 091254 Batu Onom.

4. Data Collection Instruments and Techniques

The research instruments used in this study are observation guidelines, interview guidelines, and documentation. These instruments are used to obtain information about teachers' efforts to increase students' reading interest. The data collection techniques used are:

a. Observations

Observation was carried out by directly observing students' reading activities and the efforts made by teachers in increasing the reading interest of grade IV students of SD Negeri 091254 Batu Onom. Through observation, researchers can see directly students' reading habits, literacy activities, and the role of teachers in building students' interest in reading.

b. Interview

Interviews were conducted with grade IV teachers and ten (10) grade IV students as supporting informants to obtain direct information about teachers' efforts to increase reading interest, students' reading habits, and obstacles faced by teachers in an effort to increase students' reading interest.

c. Documentation

Documentation is used as supporting data in the research in the form of photos of reading activities, literacy activities, school data, and other documents related to the research.

5. Data Analysis Techniques

The data analysis technique in this study uses the Miles and Huberman data analysis model which consists of three stages, namely:

a. Data Reduction

Data reduction is carried out by selecting, concentrating, simplifying, and grouping data obtained from observations, interviews, and documentation according to the focus of the research. Data that is not in accordance with the research will be set aside so that the data used is more directed.

b. Data Presentation

The data that has been reduced is then presented in the form of a descriptive description so that information about teachers' efforts to increase students' reading interest can be clearly understood. The presentation of data is carried out based on the results of observations, interviews, and documentation.

c. Conclusion

The researcher drew conclusions based on the results of the data analysis that had been obtained regarding teachers' efforts to increase the reading interest of grade IV students of SD Negeri 091254 Batu Onom.

RESULTS AND DISCUSSION

Research findings

Based on the results of interviews, observations, and documentation, this study found that grade IV teachers of SD Negeri 091254 Batu Onom have made several efforts to increase students' interest in reading. These efforts include the habit of reading before learning, providing motivation in the form of praise and applause, forming small groups, reading while playing, creating a comfortable classroom atmosphere, and paying attention to students who are less interested or lazy to read.

The next findings showed that most students responded positively to reading activities. A total of 8 students (80%) stated that they liked to read, 9 students (90%) stated that they were invited to read before learning, and all students (100%) stated that they were motivated, participated in interesting reading activities, and felt that the classroom atmosphere was comfortable. However, there were still 2 students (20%) who stated that they did not like to read and some students who were not fluent in reading.

The research also found that there are limited facilities to support reading activities. Grade IV does not have a reading corner and the availability of storybooks and literacy books is still limited. In addition, laziness or dislike of reading is still found in some students. Thus, the findings of the study show that teachers' efforts have been made, but

increasing interest in reading still requires the support of facilities, more diverse reading materials, and continuous assistance to students.

Discussion

Based on the presentation of data, grade IV teachers of SD Negeri 091254 Batu Onom have made several efforts to support students' reading activities. These efforts include the habit of reading before learning, providing motivation and praise, forming small groups, reading while playing, creating a comfortable classroom atmosphere, and paying attention to students who are less interested in reading. These efforts are in accordance with the role of teachers as motivators, guides, and facilitators in fostering students' reading habits.

The habit of reading before learning is one of the efforts seen in the study. A total of 9 students (90%) stated that they were invited to read before learning and the observation results also showed the existence of this activity. This finding is in line with Rahim (2018) who emphasizes the importance of reading learning that can support students' love of reading. By doing it regularly, reading habits can provide opportunities for students to interact with reading materials more regularly.

Giving motivation, praise, and rewards are also part of the teacher's efforts. All students (100%) stated that they received motivation from the teacher, while the open answer showed that students expected enthusiasm and motivation to be more interested in reading. This is in accordance with Sardiman (2018) who explained the importance of the role of teachers as motivators. Motivation and appreciation can be a reinforcement for students to participate in reading activities, although this study did not measure the increase in reading interest quantitatively before and after treatment.

Teachers also use a variety of activities through the formation of small groups and reading while playing. All students (100%) stated that reading activities were interesting and enjoyed participating in them. These findings show that varied reading activities can help create a more enjoyable reading experience. This is in line with Mulyasa (2017) regarding the importance of creative and fun learning and the research results of Faridah, Saputra, and Ramadhani (2023) which show that group activities can support student interaction in reading learning.

A comfortable classroom atmosphere also supports reading activities. All students (100%) stated that the classroom atmosphere was comfortable when reading activities took place. This condition shows that teachers have tried to create a learning environment that supports student involvement. However, the comfort of the classroom needs to be supported by reading materials and adequate facilities so that reading activities can be carried out in a more diverse manner.

The results of the study also showed that not all students had the same interest in reading. A total of 8 students (80%) stated that they like to read, while 2 students (20%) stated that they do not like to read. The feeling of laziness or not liking reading appeared in the students' open answers. In addition, the teacher said that there are still some

students who are not fluent in reading. This condition shows that teachers need to provide attention and assistance according to the needs of each student.

In terms of facilities, grade IV does not have a reading corner and storybooks and literacy books are still limited. This condition is one of the things that need to be considered in supporting reading activities. Rahim (2018) emphasized the importance of selecting materials and implementing reading learning that suits the needs of students. Thus, the efforts of teachers that have been carried out need to be supported by schools through the provision of more diverse reading materials and appropriate reading facilities.

Overall, the results of the study show that teachers' efforts to increase reading interest have been seen in reading activities in grade IV. However, these efforts have not been able to run optimally without the support of facilities and attention to students who are still not interested or not fluent in reading. Therefore, increasing reading interest needs to be carried out continuously through cooperation between teachers, schools, and students.

CONCLUSION

Teachers' efforts to increase the reading interest of grade IV students of SD Negeri 091254 Batu Onom are carried out through the habit of reading before lessons, providing motivation in the form of praise and applause, forming small groups, reading activities while playing, creating a comfortable classroom atmosphere, and paying attention to students who are less interested or lazy to read.

The results showed that 8 out of 10 students (80%) stated that they liked to read, 9 students (90%) stated that they were invited to read before learning, and all students (100%) stated that they were motivated, participated in interesting reading activities, and felt that the classroom atmosphere was comfortable. This shows that the teacher's efforts have been seen and felt by students in reading activities.

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