

## IMPROVING STUDENTS 'READING INTEREST IN BOJONGGALING VILLAGE THROUGH STORYTELLING IN THE PANDEMIC TIME COVID-19

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**Abstract:** Reading is a useful activity for everyone. Many lessons about life are obtained from reading. The low reading interest of students greatly impacts the quality and quality of education in Indonesia. Currently the Covid-19 virus outbreak is increasing so that the government recommends learning from home with an online learning system for students, so it becomes an activity that requires new adaptations. Through socialization and reading assistance activities by means of storytelling can improve students' literacy skills marked by their enthusiasm and enthusiasm at the time the activity is carried out. This study aims to (1) attach the application of the reading method to students' reading interest in storytelling during the pandemic, (2) attach happiness, joy and comfort in cultivating readers and listeners while reading books and storytelling. This type of research is qualitative research with a qualitative descriptive research design. This study uses interviews, observation and documentation. The object of the research was the students of the Bojonggaling Village Elementary School, which indicated that: (1) The purpose of storytelling was to make it easier for students to get information from sources on how to read storytelling books well. (2) The supporting factors for the application of a reading angle include: the role of parents who do not give reading habits, students are not fluent in reading, damaged books. (3) The advantage is that children get an interesting story experience. (4) Children will get to know books and begin to love reading books.

**Keywords:** Reading interest, Covid-19 Pandemic, Storytelling, Student

**JEL Classification:**

## INTRODUCTION

Today we are facing a process of exclusion from a reading culture in a fairly large number. The influence of the current era of globalization has an impact on students' physical and spirituality. , where technological advances have developed rapidly, interest in reading in the new generation tends to decline. This requires that all elements involved in the world of education, both students and education policy makers in Indonesia, must always be ready to face the changing times. Many things must be prepared as a solution to adapt to the changing times that are happening.

Through reading, students can explore their talents and potentials, encourage increased reasoning, practice concentration, and improve school achievement. In addition, students can find out all kinds of information that develop around them and process it as knowledge that can be applied in real life. Given that there are so many things students can get from reading activities, it is clear that reading is very important for students, especially if it is used as a literacy culture for students. But in reality reading activities in the community in Indonesia, especially students, still need more guidance. The reading interest of Indonesian society is still low.

Based on the national index, the average reading rate index in developed countries ranges from 0.45 to 0.62. Referring to the results of a survey by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2011, the reading rate index for Indonesians is only 0.001 percent. This means, there is only one person out of 1000 who still wants to read books seriously (high). This condition puts Indonesia in the 124<sup>th</sup> position out of 187

countries in the Human Development Index (HDI) assessment.

During the Covid-19 Pandemic, there was a new adaptation in learning in the form of a change in the pattern of teaching and learning activities, from face-to-face in class to a Distance Learning (PJJ) system. This raises new problems in learning, especially in students' reading interest. Parents who do not supervise their students cause students to be disoriented and in the end students play a lot instead of learning. In the world of education, schoolchildren learn online or independently at their respective homes. Learning like this does not guarantee that children will always read all the subject matter that they are supposed to read. When implementing online schools, most children use more of their time to play than to read. This situation is what is prone to lowering children's reading interest during the current pandemic due to the lack of supervision in learning.

Therefore, we conduct research to solve the problems that occur by presenting solutions in the form of story telling. This is one way to increase the reading interest of elementary school students during this pandemic by introducing storytelling activities. In storytelling there is a moral message. Storytelling is an art of storytelling that can be used as a means to instill values in children without the need to patronize the child

(Asfandiyar, 2007: 2). Storytelling is a children's creative process which, in its development, always activates not only the intellectual aspects but also the sensitivity, refinement of mind, emotions, art, fantasy power, and children's imagination which not only prioritizes the ability of the left brain but also the right brain.

In storytelling activities, the storytelling process is very important because it is from this process that the message from the story can reach the child. During the storytelling process, there is an absorption of knowledge conveyed by the storyteller to the audience. Storytelling is an effective way to develop cognitive (knowledge), affective (feeling), social, and conative (appreciation) aspects of children. In this regard, the problem to be examined here is what is the role.

storytelling in improving students' writing skills, reading interest and emotional intelligence? The purpose of this study is as a preliminary needs analysis survey in developing a modified design of the latest learning methods with storytelling as one of the facilitators in improving writing skills, reading interest and emotional intelligence.

## LITERATURE REVIEW

### *First Literature*

Cole, 1963; Eliot et al., 2000; Sugiarto. interpreting reading interest is a permanent characteristic of the lifelong learning process (life-long learning) that contributes to development, such as solving problems, understanding other people's characters, creating a sense of security, good interpersonal relationships and increased appreciation for daily activities.

From the definition of reading interest above, it can be concluded that reading interest is an activity that is carried out with full diligence and tends to stay in order to build communication patterns with oneself so that readers can find the meaning of writing and obtain information as a process of transmitting thoughts to develop intellectuality and lifelong learning.

### Second Literature

Students mean children (people who are studying / studying, attending school).

Meanwhile, according to Sinolungan (in Riska, et al., 2013). Students in the broadest sense are everyone who is related to the lifelong educational process, while in the narrow sense it is every student who studies in school. According to Hamalik (2001) students are one of the components in teaching, in addition to teacher factors, objectives and teaching methods. As one component, it can be said that students are the most important component among other components. Students or students according to Djamarah (2011) are the main subjects in education at all times. Meanwhile, according to Daradjat (in Djamarah, 2011) students or children are "unique" individuals who have potential and experience development. In the development process the child or student needs assistance whose character and style are not determined by the teacher but by the child himself, in a life together with other individuals. Based on the description above, students or students are one of the human components who occupy a central position in the teaching and learning process who want to achieve goals, have goals and then want to achieve them optimally.

### Third Literature

Storytelling is the oldest art of ancestral heritage that needs to be preserved and developed as a positive means to support broad social interests. Long before the emergence of written relics and books, humans communicated and recorded events in their lives by telling from generation to generation. Oral traditions used to be the prima donna and mainstay of parents, especially mothers and grandmothers, in sleeping their children or grandchildren (Agustina, 2008: 1).

## METHODOLOGY

In the research conducted in Bojonggaling Village, to be precise in Bojonggaling Village RT 04 RW 01, Bantargadung District, Sukabumi Regency, West Java, it used a qualitative approach, because problems related to humans are fundamentally dependent on observation. According to Moleong (2011: 6) that: Qualitative research is research that intends to understand the phenomena experienced by research subjects such as behavior, perceptions, motivation, actions and others holistically and by means of descriptions in the form of words and language. , in a special context that is natural and by making use of various natural methods. While the definition of a qualitative approach according to Sugiyono (2011: 9) that: Qualitative research methods are methods based on the philosophy of postpositivism, Meanwhile, to examine natural objects, where the researcher is the key instrument, the data collection technique is done by means of triangulation (combined). Data analysis is inductive or qualitative, and the results of the study emphasize meaning rather than generalization.

## DISCUSSION

### *Analysis*

This study aims to describe that storytelling activities can increase reading interest in the elementary school students of Bonggaling Village. Based on the results of research conducted on March 22, 2021 in Bojonggaling village, RT 04 RW 01, Bojonggaling village, Bantargadung district, Sukabumi district, West Java, children's reading interest is relatively low because reading activities are less varied.

In addition, there are several factors that affect the low reading interest in Elementary

School Students in Bojonggaling village, including:

### 1. Environment

The environment is a very influential thing in a person's life, where a person's personality and mindset will be formed from their environment. A good environment is influenced by people who will provide positive encouragement in every aspect of their life.

2. Inadequate facilities Reading tools really encourage a person to read. Among the reading facilities are reading books, a comfortable reading location / place. An attractive reading book and a comfortable reading place will also give readers its own appeal.

3. Lack of Motivation Motivation to read is very much needed to encourage someone to like reading. If someone already knows and understands the benefits of reading, then someone will realize how important reading is and their interest in reading will be higher. According to Sulistiyani (2003: 58), motivation is the process of giving encouragement to subordinates so that subordinates can work in line with given limits in order to achieve organizational goals optimally. Meanwhile, according to Richard M. Stears in Sedarmayanti (2009: 233), motivation is the strength of an individual's tendency to involve himself in activities directed at goals at work. Based on the description of the opinions of the experts above, it can be concluded that motivation is an impetus or incentive that makes a person do the job he wants willingly without feeling forced so that the work done can run well or produce something satisfying.

### 4. Less competent teacher

The teacher is the most important component in the education system as a whole that must get maximum attention.

This figure will get a strategic spotlight when talking about education problems, because teachers are always associated with any component in the education system. Teachers have a very strategic role in realizing national development goals, especially in the field of education, so that they need to be developed as professional and dignified professionals. These factors will be a big influence a person in reading. To make children have a good reading culture, it is necessary to develop children's reading interest. Fostering children's reading interest is the first step as well as an effective way towards a nation with a reading culture. Childhood is the right time to instill a habit, and this habit will grow up in the future (Ray, 2009: 1). Fostering children's reading interest is the basic capital to improve the condition of people's reading interest, one way in order to foster reading interest in elementary school children is by introducing storytelling activities. In storytelling, there is a deep and comprehensive moral message. This storytelling activity is important to do, especially during the child's development. In addition, storytelling (storytelling) has many benefits not only for children but also for the storyteller.

Anderson, Hiebert, Scott and Wilkinson's research in 1985 stated that one of the most important activities in building children's knowledge for their reading skills was storytelling with books to children. Not much different from previous research, according to Trelease's 1995 study, storytelling with books has a greater advantage in creating fun between children and books (Howe, 2004).

This activity provides two benefits for the child at the same time. First, the child gets the experience of a fun story. Second, children become familiar with books and

begin to like reading books. According to Burns, et al. (Taufina, 2016) argues that the aspects of reading consist of:

1. Sensory aspect Children begin to read by paying attention to visual sensory which is expressed by graphic symbols through the sense of sight.
2. Perceptual Aspects Children know a word to a meaning based on their experiences, children will also convey the text they read according to their respective perceptions so that it will produce different meanings.
3. Aspects of order In reading children will follow a series of writings arranged sequentially which generally appear on one page from left to right or from top to bottom.
4. Experiential aspects Children who have rich experiences will have more opportunities to develop understanding of vocabulary and concepts they face in reading than children who have limited experience. So, it is better if experiences about places, objects and processes are described in the reading material so that the reading material will be easily absorbed.
5. Aspects of thinking In understanding children's reading, children are directed to be able to think systematically, logically, and creatively so that children can make conclusions and assess their reading.
6. Learning aspects Elementary school teachers can guide their students by asking questions that allow them to improve their thinking skills. The questions posed by the teacher should stimulate students to think and produce answers in the form of facts.
7. The association aspect Children learn to associate graphic symbols with language sounds and meanings. Without these two association skills, students are unable to understand the text.
8. Affective aspects Elementary school teachers should make it a habit to focus their

students' attention by providing readings that are of their interest. Without full attention when reading, so students find it difficult to get something from reading.

Motivation and pleasure in reading really help students to focus on reading.

9. Aspects of ideas The aspect of ideas begins with sensory and perceptual use with a background of experience and affective responses and constructs the meaning of the text they read personally. Readers with different experiences and different affective reactions will produce different meanings from the same text.

### ***Result***

The results showed that the increase in reading interest through storytelling went well and students were quite enthusiastic and felt happy listening to it. The method we have used in an effort to increase the reading interest of Bojonggaling Elementary School

students has received a positive response. When listening to a story, he will imagine the storyline, for example the depiction of the characters, settings, and the complications that occurred.

By instilling ideas, children will be creative, but unfortunately this activity is rarely done because of the lack of creativity and competence of the teacher in delivering reading teaching using the storytelling method. To maximize the ability to tell stories to students, parents should direct and implement it. This can be done by applying the habit of reading at least one reading a day, providing various books that are attractive to children, such as books accompanied by attractive pictures and various colors. By making various efforts to arouse children's enthusiasm for reading, slowly their interest in reading and the quality of the nation will increase.

### **CONCLUSION**

The strategy taken by the teacher to increase reading interest in the students of the Bojonggaling Village Elementary School was minimal, the teacher only introduced LKS books, textbooks and teacher manuals. Therefore, we as researchers carry out reading interest activities using a new strategy, namely by inviting children to tell stories (storytelling).

The learning process at the time of the research was going well and according to the predetermined plan. There is a significant influence through the storytelling method on reading interest and language of elementary school students in Bojonggaling village, students are quite enthusiastic and feel happy to participate in these activities. Thus storytelling is considered Effective as a learning method in increasing children's reading interest. Children in Bojonggaling village have high enthusiasm for learning, but they do not receive support from school facilities and educators. It would be very good if students were supported by adequate facilities and teachers. Besides, strategy what can be done to increase students' reading interest, namely by providing motivation / direction / encouragement to students, and the last strategy is that before the lesson begins, the teacher will conduct question and answer activities regarding the material described.

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