
INCREASING THE READING INTEREST OF PANOHAN ELEMENTARY SCHOOL STUDENTS BY USING THE READING CHALLENGE METHOD

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ABSTRACT

This study aims to increase students' reading interest by using the Reading Challenge method in fourth grade students of SD Negeri Panohan. This study used 8 students as subjects from class IV SD Negeri Panohan. The research conducted in this research is classroom action research by applying the stages of planning, observation and reflection. The research started from the pre-cycle, the first cycle, and the second cycle. Data from the results of the student response questionnaires were analyzed quantitatively and the data from the observations were analyzed qualitatively. From the results of the study showed that in the first cycle the percentage of student questionnaire results obtained an average value of 71.82%, then in the second cycle it can be seen that there is an increase in the average value of the student questionnaire results by 87.14. From the results of the analysis, it can be concluded that the Reading Challenge method can increase the reading interest of fourth graders at SD Negeri Panohan.

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A. Introduction

Reading is a desire and a will to progress and success (Elendiana, 2020). Reading is the most important part of a person's learning activities or daily life. In the world of education itself reading is a basis for a child in learning at school. From this reading activity, information will be easy for students to understand. In addition, reading is also one of the stages of a student in learning in addition to listening to what is explained by the teacher. In addition, by reading, students will be able to easily understand the explanations in the lessons explained by the teacher in the classroom.

Although reading is very important in learning or everyday life. Not everyone considers this important and also very useful for life. This is what makes reading activities rarely done by someone in everyday life. Moreover, elementary school students who read it are not proficient enough. Most of these students only read what was in the textbook and what the teacher told them to do. Students rarely read reading books or other books apart from school textbooks. This is the reason for the low interest in reading in schools. This lack of interest in reading can have an impact on students' knowledge which only races on textbooks. So that it makes students only know all information from textbooks.

Interest is not just something that can be possessed by someone just like that. Interests can grow and develop (Singer, 1987) Singer, Kurt. (1987). *Building a Desire to Learn in School Bandung: Pemuda Karya*, p.93. Interest does not just grow in a person but requires a process to be able to arouse interest from that person. Interest can grow because of a stimulus from outside one's self and followed by the will that exists within the person himself. These two things will later affect a person's interest in something. With the habit of reading in students will make students interested in reading activities. So in this case, if it is done well, it will also have a good impact on reading interest for students. Because interest will grow from a well-cultivated habit. Based on the results of observations and interviews that have been carried out with teachers and also grade IV students of SD Negeri Panohan, in learning activities the teacher quite often asks students to take turns reading the text in the textbook. Some students are fluent in reading. However, there are still students who are still not fluent in reading. The obstacle experienced by the teachers themselves is that the school library is rarely used so that there are not many reading books that can be used by students to read other than textbooks. The students also do not have their own reading books so that one

of the sources of student reading is from the textbooks provided. This can be a trigger for the low interest in reading in students. Even so, when asked to read students also read immediately and there was no refusal.

From this explanation, it is necessary to improve students' reading activities so that students are more interested in reading them. One way that can be done is by providing reading books for students and also using the reading challenge method. This method is used to challenge students to read a lot of books by giving a reward at the end. This method must also be accompanied so that later when students read, they will not only read but understand the contents as well.

B. Method

In this research, the research design used is Classroom Action Research (CAR). In carrying out this Classroom Action Research (CAR) it is hoped that the problems in learning can be resolved. Classroom Action Research (CAR) is a form of research conducted through self-reflection conducted by researchers in learning activities. The purpose of this Classroom Action Research (CAR) is to improve or improve the quality of learning. In this research can be done in several cycles depending on the desired achievement. The type of classroom action research (CAR) used is the Kemmis and Taggart model. Data collection techniques in this study were observation, interviews, tests, and documentation. The data analysis technique used is qualitative and quantitative analysis.

C. Result and Discussion

Results of observations that have been made during classroom action research which was carried out for approximately 1 month, we can know that from the implementation of using the Reading Challenge method in increasing interest in reading fourth grade students at SD Negeri Panohan got a very good response from students. Overall, the students looked comfortable and excited in doing reading activities using the Reading Challenge method. Moreover, students can choose their own reading books that have been provided in the library. However, they still have to read according to their age and also their capacity. In implementing the Reading Challenge method, the researcher had no difficulty in inviting students to read in the library. However, there are obstacles outside of the reading activity itself where the reading books in the library are still not neatly arranged, so the researchers took the initiative to compile books that are suitable

for students to read. So that later when students come to the library, they will easily find the books they want to read. In this research, there are pre cycle, cycle I, and also cycle II.

Pre cycle

At this stage, researchers conducted observations to schools and fourth grade students at SD Negeri Panohan. This is done to determine the conditions and characteristics of students at school. The data collection technique at this stage uses interviews conducted with class teachers at SD Negeri Panohan, especially class IV teachers. This interview was conducted to determine the characteristics of students as well as reading activities at school. After that, observations were made in the school library to determine the condition of the library and also reading books for students. Then the last technique is documentation. Then the data collection technique was using a questionnaire distributed to students to find out students' reading interest before the Reading Challenge method. From the results of observations and interviews conducted by researchers, there is some information obtained, namely:

1. In class IV this class teacher does not carry out 15 minutes of reading activities
2. The library in the school has never been used during the pandemic
3. Students only read from the textbooks used when learning
4. Students are usually given the opportunity to read one by one during the learning process in the classroom
5. There are some fourth grade students whose reading is not very fluent

At this stage, observations were made to observe student learning activities in the classroom, observe the library in the school and also the infrastructure that supports student learning activities. From the results of this observation, it can be seen that reading activities 15 minutes before learning are not implemented in class VI SD Negeri Panohan. Reading activities are only carried out when the learning process begins. The reading ability of students in grade VI is also good because many are fluent in reading. And students here read books only from the textbooks they have. When the school library was repaired, it was also seen that many students were curious and not infrequently students read a few books they encountered.

From the observations and also the data obtained by the researcher, the researcher decided to apply the Reading Challenge method which will be used to

increase reading interest in the sixth grade students of SD Negeri Panohan. Which is expected later with this method can help increase interest in reading in students. With this method, students will be directed to read based on the books that have been provided in the library and of course with constant assistance.

Cycle I

At the planning stage in the first cycle, the researcher began to prepare research instruments that would be used in taking the data to be analyzed. The researcher first distributed a questionnaire for students to fill out before using the Reading Challenge method. Next, the researcher made a list of student names and also student readings during the cycle that would be used.

After the planning stage is complete, the next stage is the implementation stage which here uses the Reading Challenge method for reading activities. This reading activity is carried out before learning in class begins. Students will be invited to a library that has previously been prepared so that it can be used as a place for students to read. In this library students are asked to choose the book they choose to read. Students will be asked to read and the researcher will listen to students' readings. After the students read the books they read, the researcher recorded a recap of the students' readings one by one.

This reading activity will always be carried out every morning before class starts. This activity replaces the 15-minute reading activity that has not been implemented in class IV SD Negeri Panohan. So here students have the opportunity to read apart from reading books that are commonly used in learning in the classroom. At this early stage, the researcher explained that there would be a reward for students who later succeeded in reading the most books for 1 full month.

The next stage in cycle I is the stage of observing students during reading activities using the Reading Challenge method. Here the researcher observes how the students' reading ability, which can later be adjusted to the duration of students' reading so that it can be maximized even though some are not yet fluent. Here the researcher also found that students had more fiction books that they used to read.

At the reflection stage, the researcher analyzes and draws conclusions from the implementation of reading activities in Cycle I. From the results of observations using a questionnaire, all students really like reading. In reading activities that use the Reading Challenge method, students read more in the library where the most widely read books are fiction books. Then from the results of observations of

students in the first cycle, there are 2 students who are still not fluent in reading. For the other 5 students, they were fluent in reading. Almost all students chose to read fiction books, it was also seen that the enthusiasm of students in participating in reading activities was also evident. This can be seen when students find out that the library has been opened, students go straight to the library and take the book they are going to read. In addition to observing students, they were also asked to fill out a student response questionnaire to the Reading Challenge method in cycle I. From the results of the student response questionnaire, it was found that there were 3 students who got a good predicate and as many as 4 students got a sufficient predicate.

The following are the results of the questionnaire for the fourth grade students of SD Negeri Panohan to the Reading Challenge method in the first cycle:

Table 1. Table of Student Questionnaire Results in Cycle I

No	Name	Score	Percentage (%)	Predicat	Description
1.	Faiz	33	82,5%	B	Good
2.	Farhan	28	70%	C	Enough
3.	Gilang	26	65%	C	Enough
4.	Nadia	27	67,5%	C	Enough
5.	Lutfiah	31	77,5%	B	Good
6.	Taza	30	75%	B	Good
7.	Anis	26	65%	C	Enough

From the results of observations and student questionnaires, it can be concluded that in the first cycle, in an effort to increase the reading interest of the fourth grade students of SD Negeri Panohan by using the Reading Challenge method, students began to see an increase in their reading interest. However, this increase is still lacking and there is a need for improvement and also a re-evaluation of the implementation of reading activities using the Reading Challenge method. To get the desired results, the researchers decided to re-apply the Reading Challenge method in cycle II. In the implementation of the second cycle, the researcher will also evaluate the shortcomings in the first cycle, namely, students are still not confident enough when reading in front of the class. It is hoped that later in the second cycle, students will be more confident when asked to read in front of the class by the teacher because students' reading skills have been trained in reading activities.

Cycle II

In the second cycle stage, the researcher first designed the time in the implementation of students' reading activities. which is intended so that students

can get more time to read books. Because this implementation is carried out before learning begins, so researchers come to the library early. After that, the researcher was still using the students' reading list in cycle I to be continued in cycle II.

After the planning activities were completed, the researcher continued with the implementation activities. In the implementation stage of reading activities with the Reading Challenge method, students start coming to the library before learning in class begins. In the implementation of cycle II, it will be carried out for two weeks and continue reading books from cycle I that have not been completed and continue to new books that have been completed. At this stage of the second cycle, the time for self-reading activities is carried out 5 minutes earlier than the first cycle. In this second cycle, students will read the book they have chosen and will be listened to by the researcher directly. In this second cycle, it can be seen that students have finished reading more books than cycle I. Students' reading abilities also have progress from cycle I to cycle II. The enthusiasm of students when participating in reading activities also increased. Which students here want to first read and be listened to by researchers. After all students have a turn to read and when the reading activity is finished, students continue learning in class. After the second cycle was completed, the students were asked to return to fill out two questionnaires. The first questionnaire is a student response questionnaire after participating in reading activities with the Reading Challenge method in cycle II and the second questionnaire is a student response questionnaire after the classroom action research activity is completed. At the reflection stage, the activities carried out by the researcher were to analyze the results of the implementation of reading activities during the second cycle. Namely data from student questionnaires which will then be processed. Which here shows an increase in the results of student questionnaires from cycle I.

After doing reading activities using the Reading Challenge method in cycle II and filling out a questionnaire, it can be seen that there was an increase in student responses from cycle I. Here it was found that there were 3 students who got very good predicates and 4 students got good predicates. In this case, it can be said that in cycle II there was an increase in the results of students' reading interest responses from Cycle I.

The following are the results of the fourth grade student response questionnaire at SD Negeri Panohan to the Reading Challenge method in cycle II:

Table 2. Table of Questionnaire Results of Class IV Panohan Elementary School Students

No	Name	Score	Percentage (%)	Predicate	Description
1.	Faiz	37	92,5%	A	Very Good
2.	Farhan	35	87,5%	B	Good
3.	Gilang	34	85%	B	Good
4.	Nadia	35	87,5%	B	Good
5.	Lutfiah	38	95%	A	Very Good
6.	Taza	39	97,5%	A	Very Good
7.	Anis	34	65%	B	Good

Based on the analysis of the results of observations and also the results of student questionnaires, it can be said that in the implementation of cycle II in increasing reading interest in fourth grade students of SD Negeri Panohan using the Reading Challenge method, it showed an increase and gave an influence on students. where here students no longer need to be reminded to look at the library and also the number of books they read has also increased. The enthusiasm of the students was also very good from the start and did not appear lazy in reading activities. From the results of the questionnaire analysis on students' reading interest distributed before and before the implementation of class actions, we can see from the following table:

Tabel 3. Questionnaire Answer Calculation

Number	Answer	Answer Frequency	
		Before	After
1	Yes	5	7
	No	2	0
2	0	5	0
	1-3	2	3
	More Than 3	0	4
3	Self	2	7
	Teacher	5	0
	Students	0	0
	Parents	0	0
4	Literary/Fiction Book	1	5
	News Pape/Magazine	0	0
	Textbooks	6	0
	Knowledge book	0	2
5	At Home	0	0
	In the Classroom	7	0
	In Library	0	7
	Elsewhere	0	0

Calculation of answers to questions for questionnaire No. 1 in table 1 we can see that the answer shows a very significant increase between before and after the use of the Reading Challenge method. It can be seen from the answer that prior to the use of the Reading Challenge method, only 5 students liked to read. And after the use of the Reading Challenge there was an increase, namely to 7

students or those who like to read. From this we can see that there is an increase after using the Reading challenge.

Calculation of answers to questions for questionnaire No. 2 in table 2 we can see that the answers show an increase from before and after using the Reading Challenge method. In addition to the increase in students who like to read, the number of books that students have read has also increased. It can be seen in the table that prior to the use of the Reading Challenge there were 5 students who had not read a single book at all and only 2 students who had finished reading 1-3 books. It is also seen that none of the students managed to finish reading more than 3 books. Then after the use of the Reading Challenge method there was an increase in the number of students who had finished reading books as many as 1-3 book titles, namely there were 3 students or 42.8. And for students who read more than 3 books, there was also an increase of 4 students or 57.1. From this we can see that there is an increase in the number of book titles that students read after using the Reading Challenge method.

Calculation of answers to questions for questionnaire No. 3 in table 3 we can see that the answers show a difference about who motivates students to read books. Here we can see, before the use of the Reading Challenge method which motivated students in reading activities there were 2 students who answered themselves. then there are 5 students who answered the teacher as someone who motivates them in their reading activities. Meanwhile, friends and parents were not chosen by any of the students. Then after the use of the Reading Challenge method there was a shift in who motivated students. Where oneself is the most chosen by students, namely 7 students. While the others were not chosen by any student.

Calculation of answers to questions for questionnaire No. 4 in the table we can see that the answers indicate the diversity of books read by students. Before the Reading Challenge method, most students only read textbooks, which was dominated by 6 students. And only 1 student who reads books outside of textbooks, namely dastra or fiction books as much as 1 student. And for knowledge books and newspapers, none of the students chose. Then after the use of the Reading Challenge method there were differences in student reading. Which after the use of the Reading Challenge method, most students read more literary/fiction books, namely as many as 5 students. And 2 students choose to read knowledge books. This shows a change in students' reading activities which before the

Reading Challenge students only read textbooks. However, after the use of the Reading Challenge there was a diversity of students' reading.

Calculation of answers to questions for questionnaire No. 5 in table 5, we can see that the answers show a significant difference in students' reading places from before and after the Reading Challenge Method. Which before the Reading Challenge 7 students, all students did reading activities only in class. Meanwhile, after the Reading Challenge students did more reading activities in the library. That is as many as 7 students make the library a place to read.

D. Conclusion

Based on the analysis process that has been carried out by researchers on the results of filling out the student response questionnaires in the first cycle, it can be seen from the percentage of the average value is 71.82% with good predicate as many as 3 students and sufficient predicate as many as 4 students. then based on the results of the second questionnaire analysis given to students, there was an increase in students' interest in reading from the Reading Challenge method to the first cycle, which before the reading activity using the Reading Challenge students only read textbooks. However, in the first cycle, students apparently chose to read literary books in the library rather than textbooks in the library. This also increases students' reading interest from previously only reading less than 2 in the first cycle, students have read 2 books to more books. It can be concluded that in the first cycle the Reading Challenge method helped increase the reading interest of the fourth graders of SD Negeri Panohan. After evaluating the results in cycle I, the researcher decided to take action in cycle II. From the analysis of the results of filling out the first questionnaire filled out by students, it can be seen that the percentage of the average score is 87.14. With a very good predicate as many as 3 students and a good predicate as many as 4 students. It can also be seen that students in cycle II on average have finished reading 3-4 books. This has increased the response to students' interest in reading and also many books that have been read by students from cycle I to cycle II. Thus, it can be concluded that the Reading Challenge method can increase the reading interest of fourth grade students at SD Negeri Panohan.

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