



## Analysis of Teaching Strategies by Teachers in Cultivating Reading Interest of Grade V Students at SDN Panongan 1

Khalisha Salsabila<sup>1\*</sup>; Mawardi<sup>2</sup>; Najib Hasan<sup>3</sup>

Universitas Muhammadiyah Tangerang<sup>1\*,2,3</sup>

\*Corresponding Author. E-mail: <sup>1</sup> khalisalsabi@gmail.com

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### Abstract

*This study aims to analyze teachers' teaching strategies in fostering reading interest among fifth-grade students at SDN Panongan 1. Teachers' strategies in cultivating reading interest are crucial as it significantly impacts students' literacy and academic development. The method employed was descriptive qualitative with data collected through observation, interviews, and documentation. Findings indicate that teaching strategies involving varied learning approaches, positive teacher-student interactions, and supportive learning environments significantly enhance students' reading interest. Additional supportive factors such as school support and parental involvement also play pivotal roles in the success of these strategies.*

**Keywords:** *teacher teaching strategies, building interest in reading, elementary school.*

### Introduction

Education is a fundamental pillar in shaping character and enhancing individual intellectual capacity. The ability to read plays a crucial role in acquiring knowledge and understanding the world. Student reading interest is critical in education, as stated in Law Number 20 of 2003 on the National Education System. At the elementary school level, building a strong reading interest is essential for future academic success. However, with technological advancements and changes in media consumption patterns, there are challenges in maintaining students' reading interest. Hence, appropriate teaching strategies are needed to address the low reading interest among students.

Understanding reading interest involves a person's desire to comprehend every word and meaning in a text, aiding readers in developing deeper understanding and enhancing literacy skills. According to Elendiana (2020), reading interest is the personal desire, willingness, and drive of the student. It is a motivation that fosters enjoyment and interest in reading activities, facilitating broad knowledge acquisition through reading books to understand written language. Reading interest is also an intrinsic process for students themselves.

Before implementing teaching strategies to foster reading interest, teachers need to understand the

factors influencing students' reading interest. Knowledge of these factors is crucial so that strategies can be tailored to the needs and conditions of each student, thereby effectively enhancing their reading interest. According to Amri (2019), a student's reading interest can be influenced by both internal (physical and psychological factors) and external factors (social factors such as family environment, cultural factors, physical environment, spiritual factors, and religious environment). Therefore, understanding these factors is important in efforts to understand and enhance students' reading interest.

In building reading interest, various factors pose challenges for students. According to Sari (2018), low reading interest among students is caused by internal factors originating from within the student, as well as external factors from outside the student. External factors contributing to low reading interest include unsupportive school environments, underutilized school libraries, limited books/reading materials, lack of family support, and influences from television viewing and mobile gaming. The environment surrounding students significantly influences their reading interest, with school environment being one of them.

The need for appropriate teaching strategies to build reading interest, as explained by Trismayanti (2019), is crucial. Strategies are a primary focus for educators in implementing effective learning because

the success of the teaching and learning process is influenced by the teaching strategies employed by teachers. Teaching strategies encompass various approaches, including group and individual approaches, carefully planned to achieve learning goals. According to Sanjaya (2020), teaching is described as the process of imparting information or knowledge from teachers to students. Teaching involves dynamic interaction between educators (teachers) and learners (students), where teachers not only convey information but also facilitate students in achieving desired understanding and skills.

The research also identifies five basic aspects of teaching strategies, including teacher's approach, teacher-student interaction, learning environment, internal factors, and external factors. This provides a crucial foundation for teachers' reading interest teaching strategies in elementary schools, particularly given the initial observations at SDN Panongan 1, where the school lacks adequate library facilities.

Research on teaching strategies for fifth-grade teachers at SDN Panongan 1 is highly significant due to the school's facility limitations. This situation demands that teachers possess effective teaching skills and strategies to build students' reading interest. Therefore, the research is conducted to understand teachers' teaching strategies in fostering reading interest among fifth-grade students at SDN Panongan.

## Method

This research adopts a descriptive qualitative approach, as defined by Sugiyono (2023), which aligns with post-positivist or interpretivist philosophies. This methodological choice is rooted in the aim to explore the natural settings and conditions of the research subject—in this case, the teaching strategies employed by teachers and their influence on students' reading interest. Qualitative research emphasizes understanding the complexities and nuances of human experiences and behaviors, viewing the researcher as a crucial instrument in interpreting and making sense of the data gathered.

Data collection in this study involves several key methods: observation, interviews, and documentation. Observation allows researchers to directly witness the teaching practices in action, providing insights into how teachers engage with students and facilitate learning. Interviews serve to deepen understanding by eliciting perspectives and insights from teachers themselves regarding their teaching approaches, challenges faced, and perceived impacts on students' reading enthusiasm. Additionally, documentation such as lesson plans, teaching materials, and student work samples provide

supplementary evidence and context to enrich the data analysis process.

The analysis of collected data follows an inductive approach, where patterns, themes, and insights emerge from the data itself rather than being imposed by preconceived hypotheses. This methodological stance allows for a thorough exploration of the specific teaching strategies used by educators to foster reading interest among students. By focusing on detailed descriptions and rich narratives derived from qualitative data, the study aims to provide a comprehensive portrayal of how these strategies are implemented in practice and their effectiveness in enhancing students' engagement with reading.

Overall, the descriptive qualitative approach chosen for this research is intended to offer a deep and nuanced understanding of the dynamics between teaching strategies and students' reading interest. It seeks to uncover not only what strategies are employed by teachers but also how these strategies are perceived and experienced by both educators and students within the natural context of the elementary school setting. This approach is vital in addressing the complexities of educational practices and in informing future initiatives aimed at improving literacy outcomes among elementary school students..

## Result and Discussion

Based on the results of observations and interviews with fifth-grade teachers, this study reveals several key aspects influencing teachers' teaching strategies in fostering students' reading interest at SDN Panongan 1. Below are the findings and discussions from this research:

Interviews with fifth-grade teachers uncovered that the teaching strategies employed focus on tailored learning approaches that meet the needs and interests of the students. Teachers conduct observations to understand students' reading preferences and provide a variety of relevant books, both from the school and brought from home. This approach aims to offer students a diverse selection of reading materials that capture their interest. Additionally, teachers plan daily 'Independent Reading Time' activities for 15 minutes, where students choose books based on their interests and engage in brief discussions afterward. Methods used include discussions, storytelling about interesting books, and sharing activities to boost students' confidence.

In building students' reading interest, teacher-student interactions play a crucial role. Teachers motivate students with positive feedback and rewards whenever they show progress or enthusiasm in reading. Freedom to choose books and class

discussions about the books read are also employed as strategies to enhance students' self-confidence. Teachers identify students facing reading difficulties through observations and discussions, providing additional support with personalized approaches such as individual guidance and offering books that are easier or more appealing to these students.

A supportive learning environment also significantly contributes to building students' reading interest. Teachers adjust their teaching strategies to accommodate diverse learning styles, provide various types of books based on students' interests, and facilitate small group discussions for students to share their understanding of the books read. A conducive and dynamic classroom atmosphere is created when students are given the freedom to read according to their interests and are encouraged to discuss their readings.

Internal factors such as students' desire and motivation to read were also identified as crucial elements. Teachers assess students' level of desire and motivation through observations during 'Independent Reading Time' and their participation in discussions. To help students understand the importance of reading, teachers connect reading activities to real-life situations and emphasize the benefits of reading in improving their abilities across various subjects.

External support from the school environment and parents was also found to be a significant factor in enhancing students' reading interest. Despite SDN Panongan 1 lacking a library, teachers play a pivotal role in promoting reading activities. The lack of library facilities is addressed by providing additional books and creating a classroom atmosphere conducive to reading activities. Support from parents is also crucial in providing reading materials at home and encouraging children to read.

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The findings of this study indicate that structured teaching strategies, positive interactions between teachers and students, and a supportive learning environment can significantly enhance students' reading interest. A flexible approach tailored to students' interests, coupled with support from the school and parents, is key to success in cultivating reading interest. This research underscores the importance of appropriate teaching strategies as motivators and facilitators in creating a culture of reading.

## Conclusion

In conclusion, this study highlights the pivotal role of tailored teaching strategies and supportive environments in enhancing fifth-grade students' reading interest at SDN Panongan 1. The findings underscore the effectiveness of strategies such as personalized learning approaches, 'Independent Reading Time' activities, and positive teacher-student interactions in fostering students' enthusiasm for reading. It is recommended that schools prioritize the establishment or enhancement of library facilities to provide broader access to reading materials. Moreover, ongoing professional development for teachers on effective instructional methods and the integration of parental involvement in promoting reading habits are crucial for sustained improvement. Future research could delve deeper into the long-term effects of these strategies on students' overall academic performance and literacy skills development.

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