



Students' Perception Towards the Use of Pictured Story Books to Improve Reading Interest in SDK Majamere

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ABSTRACT

Someone who loves to read has a strong urge to read to learn new things and gain new perspectives. Based on observations made, it was found that the reading interest of students at SDK Majamere is still low. There are students who have difficulty reading, and there are also those who are completely unable to do so. The purpose of this study was to determine whether the use of picture books can increase the enthusiasm for reading of students at SDK Majamere. This type of research is descriptive qualitative. Data collection techniques used are observation, interviews, documentation and questionnaires. The instrument used is a student response questionnaire. The subjects in this study were grade III students with a total of 12 students. Based on the questionnaire statement, it can be concluded that the results of the student response questionnaire regarding the use of picture story books to increase reading interest are in the agree category with an average of 71%. The use of picture story books can influence students' reading interest and level of understanding, encourage activeness and curiosity, help students' imagination in understanding the contents of the reading so that they more often associate what they read with what they experience and are able to create their own stories in short language.

Keywords: *Picture Books; Reading Interest; Student Response ; Understanding Level*

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INTRODUCTION

Reading and knowledge acquisition are deeply interconnected, with reading serving as a key avenue for enhancing cognitive skills and understanding diverse topics (Rizaldi et al., 2023). Despite its benefits, many students lack interest in reading due to the mental effort it requires, which can hinder academic performance and intellectual growth (Fakhrurriana, 2023; Santos & Capellini, 2020). Cultivating reading interest is essential, as habitual reading improves comprehension, retention, and critical thinking skills (Bhala et al., 2024; Wahyuddin et al., 2022; Pomintel, 2023). Additionally, proficient reading correlates with academic success across disciplines like mathematics and science, emphasizing the need for educators to implement strategies that foster a lifelong passion for reading (Akbulut, 2020; Navarra, 2020; Bulut & Yildirim-Erbasli, 2022).

Reading interest is a person's enthusiasm or interest in understanding texts and words with the aim of obtaining the necessary information (Khasanah et al., 2023;

Elendiana, 2020). The nation's generation must be instilled with an interest in reading from an early age. Interest in reading is a strong drive and active effort for someone to carry out reading activities. Rosmiati et al., (2023) stated that students who are interested in reading tend to feel involved, enjoy reading activities, and learn a lot. According to Anugrah et al., (2022) reading interest is the desire to read that arises from within oneself. Unlike reading habits, basically reading interest is the ability to read voluntarily. Reading interest will arise among children who will become trained and persistent readers when they find books that are interesting and provide information (Mahlim., 2024; Ati & Widiyanto, 2020).

Based on the results of observations conducted at SDK Majamere Many students are less interested in reading. This can be seen from Almost no one during recess who takes the time to read in class or in the library, they prefer to play. This was proven when researchers implemented a campus teaching program for class 6, Only a small number of children have a high interest in reading. Some are not professional readers, and some cannot even read. Most students will only be interested when instructed by the teacher otherwise they prefer to play and show no interest in reading. To increase interest in reading can be done in different ways. One method to increase students' interest in reading is to utilize picture story books.

Picture story books are one of the supporting media in developing students' reading interest. The combination of words and pictures in books not only attracts students' interest but also helps their understanding of the narrative. Hidayat (2021) stated that rich and interesting illustrations in picture story books can stimulate children's imagination, thereby increasing their interest in reading and language skills. Through the stories told, students can learn various basic concepts, moral values, and culture. Picture story books are able to convey educational messages in a fun way so that they are able and find it easier to receive information (Nurkhasyanah et al., 2024). The activity of reading picture story books can create moments of interaction between students and their friends, teachers and students themselves while fostering their interest in reading and their love of literacy.

Picture story books as the chosen solution to increase students' interest in reading at SDK Majamere. Picture story books can attract attention because young people like their appearance. Picture books have two purposes, namely, to support and decorate the story, which can help readers understand the contents of the book. This aims to make it easy for readers to understand the information and description of the story presented in picture story books (Apriliani et al., 2020). Ramadanu et al., (2023) said that students will be inspired to enjoy reading and show interest in telling stories through picture books. Isworo et al., (2024) stated that students are more comfortable with picture story books because the pictures can help them understand the context and meaning of words that they have not yet mastered. Picture story books have been proven to be an efficient method in raising students' interest in reading, with a combination of written text and interesting pictures that can captivate, stimulate the imagination and make reading activities more enjoyable (Zahra et al., 2024).

Based on the above problems, it is considered important to conduct research using the title Student Perceptions of the Use of Picture Story Books to Increase Students' Interest in Reading at SDK Majamere.

METHOD

This type of research is descriptive qualitative. It aims to determine the use of picture story books to increase students' enthusiasm for reading at SDK Majamere. This research was conducted at SDK Majamere, Mauponggo District, Nagekeo Regency. Grade III students were used as research subjects. Primary and secondary data were applied as data sources for this study. Primary data were obtained from interviews with grade III homeroom teachers. The methods used to collect data are questionnaires, documentation, interviews and observation. The student response questionnaire consists of a 5-point Likert scale that measures students' agreement with statements about their reading interest before and after using picture books. The interview method was carried out individually to determine students' responses to the effectiveness of using picture story books to increase interest in reading, and the focus in this observation was students' involvement in reading. Before entering the evaluation stage regarding students' perceptions of the use of picture story books to increase students' interest in reading, here are the steps for using picture story books:

1. Prepare the library room.
2. Ensure that there are picture story books in the library. The library at school is an interesting learning resource. Students are directed to utilize the picture story books available to increase their interest in reading.
3. Provide direction on how to find picture story books in the library. Before students read, they are directed to choose books provided based on their level or class.
4. Ask students to read the picture story books they have chosen. The picture story books chosen are of course interesting books that can help them to be enthusiastic about reading.
5. Provide an evaluation. The evaluation given is in the form of filling out a questionnaire. Where the questionnaire consists of 5 statements related to student perceptions of the use of picture story books.

Table 1. List of Questionnaire Statements

No	Statement	Answer results				
		SS	S	KS	TS	STS
		5	4	3	2	1
1.	I am very happy and interested in reading picture books					
2.	By reading picture books, I can support my interest in reading.					
3.	I feel motivated to read picture books that have many interesting and diverse illustrations, and I find it easy to understand the reading material.					
4.	With picture books, I am more active and enthusiastic about reading					
5.	Reading picture books can provide a positive view of imagination and creativity and help develop my reading skills					

The student response questionnaire sheet was measured using the following Likert Scale:

Table 2. Likert Scale

Weight	Level
Strongly agree	5
Agree	4
Disagree	3
Disagree	2
Strongly disagree	1

The percentage results obtained need to be transformed into words that have an evaluation meaning using the following interval formula:

$$Index \% = \frac{total\ score}{Y} \times 100\%$$

Table 3. Percentage Intervals and Their Interpretation

Percentage Interval (%)	Interpretation
0% - 19,99%	Very (disagree, bad, very little)
20% - 39,99%	Not good/ disagree
40% - 59,99%	Somewhat / Fair / Neutral
60% - 79,99%	(Like / Good / Agree)
80% - 100%	Very (like, agree, or good)

Source: Djajanegara, (2019)

RESULT AND DISCUSSION

Based on the results of observations and interviews conducted, it was found that the condition of students' reading interest in SDK Majamere is still low. This can be seen from the time they use only to play and read only when asked by the teacher. Because the books read are only subject books, they have not utilized other media such as the use of picture books to increase students' enthusiasm for reading. Reading becomes something very boring for them. Researchers found that many students were not even able to read fluently, some students were not able to read at all, this was because students were not interested or not interested in reading. Their concept of reading was just reading without understanding the contents of the reading they read.

By utilizing picture story books, it can be useful for students in understanding the contents of the book. When reading they do not feel bored like when reading textbooks. Students are very interested in picture story book media, encouraging an increase in students' reading skills and supporting children's understanding through the creativity of the contents of the book.



Figures 1. Utilization of picture story books in the library and retelling the contents of the reading

The use of picture story books can slowly provide motivation and increase their interest in reading (Istito'ah, Setianingsih & Karmila, 2022). The time that students usually use to read only when told by the teacher in the classroom is slowly starting to disappear, when the break time that was used to play is now used to go to the library and read.

To find out the increase in students' interest in reading, the level of student satisfaction in using picture story books is measured. The form of evaluation carried out was through filling out a questionnaire. There were 14 students who filled out the questionnaire. Where there were 5 statements related to the use of picture story books. Based on the questionnaire that had been filled out by students based on the reading interest indicator, it can be concluded in the following table:

Table 4. Student Perceptions of the Use of Picture Story Books

No.	Student Response
1.	"When reading this picture book, I was very interested because the book had lots of pictures like the story about Dionsaurus." Most students have shown their interest in reading picture books, because picture books combine information and graphic representation in telling a story and encourage understanding and remembering the contents of the story well.
2.	"Initially, I was not very interested in reading books and understanding the contents of the reading, but after there were story books with pictures, I started to like reading and found it easy to understand what I was reading." Picture story books are a supporting tool in addressing various learning styles of students while developing and increasing reading interest. Students are also more interested and enthusiastic about reading.
3.	"I can understand the story just by looking at the pictures in the book"

	Picture book illustrations can be useful for students to understand the storyline so that they can more easily remember and retell the stories they have read. Illustrations also help them recognize new words.
4.	"After I read the picture book, I found something new and if I didn't understand something, I would ask my friends who knew and my teacher." Picture story books encourage active student engagement during reading activities. Students often show their curiosity. Students also participate more in post-reading discussions.
5.	"I can retell what I read in front of my friends just by remembering the words I understand and also the pictures in the book." Students who interact with picture books show an increase in their imagination and creativity. They are more likely to relate their experiences to what they read and are able to create their own stories in concise language.

The student response questionnaire related to student perceptions of the use of picture story books is presented in the following table:

Table 5. Results of Student Response Questionnaire

No	Pernyataan	Jumlah Subyek dan Perolehan Nilai											
		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12
1	I am very happy and interested in reading picture story books.	5	4	5	3	1	4	5	3	3	2	2	4
2	By reading picture books, I can support my interest in reading.	4	5	4	4	4	4	4	2	3	2	5	5
3	I feel motivated to read picture books that have many interesting and diverse illustrations and I find it easy to understand the reading material.	5	4	4	2	2	2	3	2	3	2	5	3
4	With picture books, I am more active and enthusiastic about reading.	3	4	3	2	2	4	3	3	5	2	3	4
5	Reading picture books can provide a positive view of imagination and creativity and help develop my reading skills	5	2	3	5	5	5	5	5	3	4	5	4
Total		22	19	19	16	14	19	20	15	17	12	20	20
Percentage		88	76	76	64	56	76	80	60	68	48	80	80
Average		71%											
Category		AGREE											

Based on table 5 above, the findings from the survey of students' reactions to the use of picture story books to increase interest in reading fall into the agree category with an average of 71%. Furthermore, the results of the questionnaire calculations that have been filled in by respondents or students are shown in the following diagram:

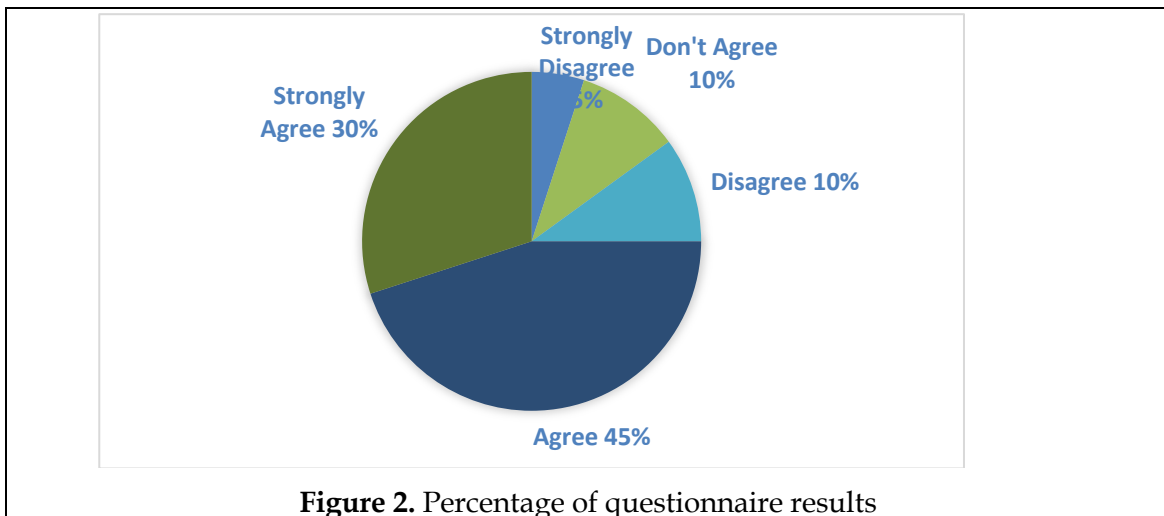


Figure 2. Percentage of questionnaire results

Calculation of the questionnaire results showed that the percentage of students' perceptions of the use of picture story books which gave statements of strongly disagreeing was 5%, disagreeing 10%, disagreeing 10%, agreeing 45%, and strongly agreeing 30%. Based on the questionnaire percentage, it was found that the use of picture

story books can influence students' reading interest and level of understanding, encourage activity and curiosity, can help students use their imagination to understand the content of reading so that they more often combine what they read with their personal experiences and able to create their own stories in short language. Picture story books are also a supporting medium for developing and increasing interest in reading. Students are also more interested and enthusiastic about reading.

These findings show that children who regularly read picture story books experience a significant increase in interest in reading. This is due to the attractiveness of the visuals and illustrations which make the story more interesting and easier to understand. Illustrations not only make books more interesting but also help students understand the story well. Students are better able to remember and retell what they have read. Students who frequently interact with picture story books show increased creativity and imagination. They more often relate their experiences and what they read and are able to create their own stories in short language. Mawarny (2020) states that visual context can improve understanding and better use of language.

The use of picture story books encourages students' active involvement in reading activities. Observations show that students discuss the pictures they see more often. This interaction is very important to see students' active involvement and also improves their memory and understanding of the content of the story. Ria et al., (2023) found several benefits of using picture books, such as the fact that students have high motivation and enjoy reading, students' reading skills increase when they use picture story books because the illustrations or animations in the books help their understanding. Using picture books can help children develop more positive traits such as creativity and critical thinking, as well as improve their comprehension and reading skills. When children are in elementary school, picture books can help encourage their love of reading. Students can improve their overall reading skills and receive related learning benefits and experiences (Nuralifah et al., 2024). As a result, the use of picture books as a teaching technique significantly increases children's enthusiasm for reading.

Students who frequently interact with picture books show increased creativity and imagination. They can create their own stories even though they are still very simple. This shows that picture story books are not only a reading tool but also a stimulus for students' creativity. Picture story books can also develop students' language skills. Students use new vocabulary more often and are more confident in speaking. Choosing books that suit students' interests can more easily foster reading habits.

Support from parents and teachers is very important in building students' interest in reading. Based on interviews conducted, students who received active support from parents and teachers showed a stronger interest in reading. This support can take the form of reading together, discussing the stories they read, and selecting books that suit students' interests. Agustina et al., (2023) stated that family involvement in education shows that parents' active participation can improve children's learning outcomes. The books chosen and read are also in accordance with students' interests, making it easier to develop reading habits. Reading material that is relevant and interesting for children can increase motivation and interest in reading (Kristanti & Harapan, 2023).

CONCLUSION

Picture books can be used to increase students' enthusiasm for reading. Their understanding, interest, and ability can be improved through visually appealing images. In terms of using picture books, parental support and education are very important. For

educators, the use of picture books in the classroom is very important. Students can become more enthusiastic and interested in reading picture books because they can increase their interest in reading. The findings obtained from the survey of student reactions to the use of picture story books to increase reading interest are in the agree category with an average of 71%. Calculation of the questionnaire results showed that the percentage of students' perceptions of the use of picture story books which gave statements of strongly disagreeing was 5%, disagreeing 10%, disagreeing 10%, agreeing 45%, and strongly agreeing 30%.

The use of picture story books can influence students' reading interest and level of understanding, encourage activeness and curiosity, can help students use their imagination to understand the contents of the reading so that they more often combine what they read with their personal experiences and are able to create their own stories in short language. Picture story books are also a supporting medium to develop and increase reading interest. Students are also more interested and enthusiastic about reading.

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