



The Effect of Storytelling on Reading Interest in School-Age Children During the Covid-19 Pandemic

Defy Gustianing^{*1)}; Septika Ariyanti¹

¹⁾ Universitas Aisyah Pringsewu

ARTICLE INFO

Article history:

Received 11 March 2021
Accepted 21 June 2022
Published 10 July 2022

Keyword:

Storytelling
Reading Interest

ABSTRACT

Based on a UNESCO survey, Indonesian people's reading interest was only 0.001 percent. That is, in a thousand communities there is only one community that has a reading interest. Our reading literacy score was still very low. (UNESCO, 2016). Based on data from Elementary School 01 Tulung Agung, in the 3.5, and 6 grades with a total of 33 students, it was found that interest in learning decreased from a percentage of 75% to 60% because it required students to study online. The research objective was to determine the effect of storytelling on reading interest in school-age children at Elementary School 01 Tulung Agung in 2021. The type used in this study was the One Group Pretest-Posttest, with the sampling technique used the total sampling. A sample of 33 respondents used the Wilcoxon statistical test. Based on the table of statistical test results using the Wilcoxon test with $p = 0.001$ it was found that there was a difference in reading interest in school-age children before and after doing storytelling because the significance value of $p < 0.05$, there was an improvement of influence before and after the intervention. The study result are expected that students at Elementary School 01 Tulung Agung can continue to increase their interest in reading at home and at school.

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Kata kunci:

Storytelling
Minat Baca

^{*)} corresponding author

Defy Gustianing

Universitas Aisyah Pringsewu

Email: defygustianing@gmail.com

DOI: 10.30604/jika.v7iS1.1211

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ABSTRAK

Menurut hasil survei UNESCO, minat baca masyarakat Indonesia hanya 0,001%. Hal ini menunjukkan bahwa dalam seribu komunitas, hanya ada satu komunitas yang memiliki minat baca. Skor pemahaman membaca Negara kita masih sangat rendah. (UNESCO, 2016). Berdasarkan data yang sudah di SDN 01 Tulung Agung, pada kelas III, V, dan VI dengan jumlah 33 siswa, didapatkan minat belajar menurun dari presentase 75% menjadi 60% karena mengharuskan siswanya belajar melalui daring atau dalam jaringan. Tujuan penelitian untuk mengetahui pengaruh storytelling terhadap minat baca pada anak usia sekolah di SDN 01 Tulung Agung tahun 2021. Jenis penelitian yang digunakan dalam penelitian ini adalah One Group Pretest Posttest. Dengan teknik pengambilan sampel menggunakan total sampling. Sejumlah sampe 133 responden dengan menggunakan uji statistic Wilcoxon. Berdasarkan tabel hasil uji statistic dengan menggunakan uji Wilcoxon dengan $p=0,001$ didapatkan perbedaan pada minat baca pada anak usia sekolah sebelum dan sesudah dilakukan storytelling, karena nilai signficancy $p < 0,05$ maka terdapat perkembangan pengaruh sebelum dan sesudah intervensi. Hasil dari penelitian ini diharapkan para siswa-siswi di SDN 01 Tulung Agung dapat terus meningkatkan minat membaca dirumah maupun disekolah.

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INTRODUCTION

Based on a UNESCO survey, Indonesian people's reading interest was only 0.001 percent. That is, in a thousand communities there is only one community that has an interest in reading. Our reading literacy score was still very low. (UNESCO, 2016). The Program for International Student Assessment (PISA) survey in 2015, positioned Indonesia at 64th out of 72 countries. The basic problem of the low interest and habit of reading in Indonesia is related to the availability of books, situational factors, and parenting style. Not all children get quality and age-appropriate books. Economic factors or the lack of awareness of parents in providing books for children cause children not to get the books they need. Maharani (2016) explained that reading interest was not automatically owned by a child but must be formed.

Based on data that has been obtained through several pre-surveys in the Gadingrejo Sub-District, children's interest in reading at school age has decreased due to the Covid-19 pandemic. Especially at Elementary School 01 Tulung Agung which will be researched, in the 3, 5, and 6 grades with a total of 33 students, it was found that interest in learning decreased from a percentage of 75% to 60% because it required students to study online.

The global spread of the coronavirus illness 2019 (abbreviated as COVID-19) is known as the COVID-19 pandemic. SARS-CoV-2 is a distinct type of coronavirus that causes this sickness. The COVID-19 epidemic was originally discovered in Wuhan City, Hubei Province, China, in December 2019, and the World Health Organization (WHO) declared it a pandemic on March 11, 2020. According to the World Health Organization (WHO), the amount of COVID-19 cases worldwide has surpassed 90 million, with 90.054.813 being the most recent figure. (WHO, 2021)

The COVID-19 epidemic has astonished people throughout the world since it has caused sudden changes in people's daily lives and activities, leading in remarkable changes in a variety of areas. One of the effects is in the educational field. The Republic of Indonesia's Ministry of Education and Culture has released Circular Letter No. 4 of 2020, which explains how to implement education policies while in an emergency period to prevent infection of the Corona Virus Disease (Covid-19). Because campuses and

schools were forced to close, approximately 7,5 million university students and nearly 45 million elementary and high school students were required to study at home (Riskey and Fitra, 2020: 16)

The learning system during the pandemic was less effective for students, students only studied face-to-face for approximately 1 hour and the storytelling method also served to introduce children to prefer the atmosphere by stimulating reading interest at an early age. Storytelling was also an effective way to develop children's cognitive (knowledge), affective (feeling), social and conative (appreciation) aspects.

RESEARCH METHODOLOGY

The study type was quantitative. the sampling technique was carried out in a quasi-experimental way using a one group pre-test and post-test approach, the data collecting utilized research instruments, and the data analysis is quantitative and statistical with the objective of testing the specified hypothesis. This study was undertaken at Elementary 01 Tulung Agung to see if storytelling had an effect on reading interest in school-aged children during the Covid-19 Pandemic.

A questionnaire was chosen as the instrument. This study's measurement method is to inquire about respondents' reading interest in books. Editing, scoring, coding sheets, data entering, tabulating, and data analysis are all part of the data processing procedure. Univariate and bivariate analysis were used as in data analysis.

RESULT

Based on the data collection by using a reading interest questionnaire for school-age children, the following data results were obtained:

a. Students' reading interest before doing storytelling at Elementary School 01 Tulung Agung in 2021

Table 1
Frequency distribution of students' reading interest before doing storytelling at Elementary School 01 Tulung Agung in 2021

Characteristic	N (respondent)	Percentage (%)
Low	4	12,1%
Moderate	18	54,5%
High	11	33,3%
Total	33	100%

Based on table 4.1 the frequency distribution of reading interest in school-age children before storytelling was carried out showed a low reading interest in 4 students (12.1%), moderate reading interest in 18 students (54.5%), and high reading interest in 11 students (33.3%).

b. Students' reading interest doing storytelling at Elementary School 01 Tulung Agung in 2021

Table 2
Frequency distribution of students' reading interest after doing storytelling at Elementary School 01 Tulung Agung in 2021

Characteristic	N (respondent)	Percentage (%)
Low	1	3,0%
Moderate	12	36,4%
High	20	60,6%
Total	33	100%

Based on table 4.2, the frequency distribution of reading interest in school-age children after storytelling was carried out showed a low reading interest in 1 student (3.0), moderate reading interest in 12 students (36.4%), and high reading interest in 20 students (60.6%).

Bivariate Analysis

The influence of storytelling on reading interest was studied using bivariate analysis in school-age children at Elementary School 01 Tulung Agung of Gadingrejo Lampung Sub-District in 2021.

Table 3
The effect of storytelling on reading interest in school-age children at Elementary School 01 Tulung Agung in 2021

Variable	Category			Total	p-value
	Low	Moderate	High		
Reading interest before intervention	4(12,1)	18(54,5)	11(33,3)	33(100)	<0,001
Reading interest after intervention	1(3,0)	12(36,4)	20(60,6)	33(100)	
Total	15,1	90,9	93,9	66(100)	

Based on the frequency distribution table of reading interest in school-age children after storytelling was carried out, showed a low reading interest in 5 students (15.1%) moderate reading interest in 30 students (90.9%), and high reading interest in 31 students (93.9%). The table showed that the p-value was 0.001 ($\alpha \leq 0.05$). Then there is the effect of storytelling on reading interest in school-age children during the Covid-19 pandemic at Elementary School 01 Tulung Agung.

in reading of students was approximately 40%. Students are more interested in storytelling by using videos or teaching aids. This shows that the storytelling activities performed were effective and in line with the research's objectives, as they can raise children's interest in reading without taking up too much time. The success rate of achieving the target has exceeded 80%.

Bivariate Analysis

a. The Effect of Storytelling on Reading Interest in School-Age Children at Elementary School 01 Tulung Agung

Based on the table of statistical test results by using the Wilcoxon test with $p = 0.001$ it was found that there was a difference in reading interest in school-age children before and after storytelling because the significance value of $p < 0.05$, there was a development of influence before and after the intervention.

The findings of this study are supported by prior research by Hidayati (2012), who showed that the learning process at the time of the study went smoothly and according to the anticipated plan. The showed that increasing reading interest through storytelling was successful, and the students enjoyed listening to it. As either a result, storytelling can be seen to be an effective method for developing children's enthusiasm in reading. Based on the results of observations that have been made, up to the second cycle, which was conducted on 15 children in group B, it showed that more than 50 percent of the children had very high scores, namely 8 children (53.33%) while the remaining 7 children (46.67%) included in the high category. This result proved that the storytelling activities carried out have been going very well and in accordance with the expected objectives of the research, because they are able to increase children's reading interest without taking too much time. The success rate of achieving the target has exceeded 80%.

The findings of the study are compatible with that of Niswah (2013), who found that adopting the storytelling approach has a significant impact on reading interest and language development in students at Tunas Bangsa Pati Kindergarten. The adoption of the narrative approach improves and strengthens students' interest in reading and their language skills, while suppressing the cultural aspect of easy reading, so that children begin to like reading.

This research was conducted in order to the students at Elementary school 01 Tulung Agung can increase their interest in reading at school and at home. The storytelling method can be applied by the teacher so, the students understand the importance of reading from an early age. It is

DISCUSSION

Univariate Analysis

a. Reading interest before doing storytelling at Elementary School 01 Tulung Agung

Based on the frequency distribution table of reading interest in school-age children before storytelling was carried out showed a low reading interest in 1 student (3.0%), moderate reading interest in 20 students (60.6%), and high reading interest in 12 students (36.4%).

Research by Kalida & Mursyid (2015: 104) showed that Indonesian children are the 36th most interested in reading among the 40 countries studied. Students spend more time playing with their friends. Every recess, in general, children only buy snacks in the canteen or just talk with their friends while playing games.

Students' reading interest in the area of Gading Rejo, especially at Elementary School 01 Tulung Agung, was quite low during the Covid-19 pandemic. On average, the students in the 3, 5, and 6 grades read books only when they are at school, while when they are at home they did not read books again. Due to online learning, many students do not have their own reading books at home. The students were also less interested and less willing to read, either textbooks or fairy tales. Therefore, reading interest at Elementary School 01 Tulung Agung was getting lower during the pandemic.

b. Reading interest after doing storytelling for school-age children at Elementary School 01 Tulung Agung

Based on the frequency distribution table of reading interest in school-age children after doing storytelling was carried out, namely, 6 students (18.2%) had moderate reading interest, and 27 students (81.8%) had a high reading interest.

After doing storytelling at Elementary School 01 Tulung Agung, the results were quite significant, namely the interest

hoped that with this research, students at Elementary School 01 Tulung Agung can continue to increase their interest in reading. Because with the storytelling method, children's reading interest increases by up to 50%, teachers also have the advantage of other teaching methods to overcome children's boredom with the methods that have been used so far. Teachers are required to be more creative in creating a learning atmosphere where children will be more motivated to read so that the renewal of the learning system can be carried out.

RESEARCH LIMITATION

The limitations of this research are that there are several other factors such as intensive reading, extensive reading and reading for pleasure that were not examined in this study.

CONCLUSION

It can be concluded, based on the explanation above; (1) The frequency distribution of reading interest in school-age children at Elementary School 01 Tulung Agung before the storytelling was carried out, there was 1 child (3.0%) had low reading interest, 20 children (60.6%) had moderate reading interest and 12 children (36.4%) had a high reading interest. (2) The frequency distribution of reading interest in school-age children at Elementary school 01 Tulung Agung after storytelling experienced a significant change, namely a moderate reading interest in 6 children (18.2%) and high reading interest in 27 children (81.8%). (3) There is a significant correlation between storytelling and reading interest in school-age children during the Covid-19 pandemic at Elementary School 01 Tulung Agung with the Wilcoxon test results obtained a p-value = 0,001.

SUGGESTION

The suggestions to all parties in this study are: (1) For school-age children, it is expected that school-age children are invited to read with this method so that children can like reading. (2) For Research Places, to improve facilities and infrastructure so, the students can increase interest in visiting the library and interest in reading at school. Teachers can apply this method to increase reading interest so they are excited to read and find out what the results are.

CONFLICT OF INTEREST STATEMENT

There is no potential conflict of interest associated with this article

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