TEACHERS' STRATEGIES IN ENHANCING` STUDENTS' INTEREST IN READING USING DIGITAL MEDIA IN SMA ADHYAKSA 1 JAMBI

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ABSTRACT

The results of the 2021 National Assessment (N.A.) show that Indonesia is experiencing a literacy emergency. This is because 1 out of 2 students has yet to reach the minimum literacy competency.This research aimed to explore the challenges or barriers teachers face in increasing students' reading interest using digital media and their strategies to overcome the barriers. The participant of this research is an English teacher from SMA Adhyaksa 1 Jambi, which was selected based on several criteria. In this research, a descriptive qualitative method was applied, in which the researcher attempts to draw in as much detail as possible the data and facts collected in the field. A semi-structured interview was conducted to collect the primary data, and documentation in the form of photos when observing the research location was carried out to support the data. Furthermore, the data were analyzed using an interactive analysis model. The findings revealed that barriers the teacher faces in integrating digital media into teaching include constraints in supporting facilities and adapting to student's understanding of using digital media. Meanwhile, the teacher employs three strategies, namely making preparations before the start of learning, providing material relevant to daily life, and using relevant digital media to enhance students' reading interest. Thus, it is suggested for future researchers who are interested in this field to find research gaps and use this research as a reference or comparison.

Keywords: Strategies, Digital Media, Interest, Reading.

INTRODUCTION

One basic skill that is important to master in English is Reading. Reading is the window to the world. By reading, people will know many things, so reading is a very important aspect of our lives. Much information and knowledge can be obtained from reading. Reading is a receptive skill in which one looks at and attempts to understand what has been written. It is a multidimensional process that involves the eyes, the brain, and the mouth to comprehend or make meaning from written text.

Despite the importance of reading, unfortunately, according to data from the UNESCO Institute for Statistics (U.I.S.) in November 2019, the interest in reading by the Indonesian people is very concerning, only 0.001%. This means that out of 1,000 Indonesians, only one is an

avid reader. Based on the results of the 2021 National Assessment (N.A.) show that Indonesia is experiencing a literacy emergency. This is because 1 out of 2 students has yet to reach the minimum literacy competency. The NA 2021 results are consistent with the P.I.S.A. results for the last 20 years, which show that students' reading literacy scores in Indonesia still need to be higher and have not changed significantly below the average of students in O.E.C.D. countries.

With increasingly sophisticated technology today, it has begun to be applied in the field of literacy. For example, the emergence of digital readings such as e-books, webcomics, online magazines, etc. Using technology as a learning medium is one of the innovative steps to improve the quality of education in Indonesia so that it can compete globally. One form of student learning media that implements the development of technology and communication with user interaction is currently being developed is a digital book, also known as an e-book (Hartanti, 2013). This is also considered to impact students' increasing interest in reading positively.

Many factors can influence interest in reading English literature, one of which comes from the role of the teacher. Donald J. Leu (2002) argues that teachers must be "reading models" for students. Teachers showing interest in reading and sharing personal reading experiences can motivate students to follow their example. Researchers chose SMA Adhyaksa 1 Jambi because, based on one of the teacher's statements, SMA Adhyaksa 1 Jambi has facilities in the form of digital applications to support foreign language learning at the school. Therefore, the researchers wanted to know the teacher's strategies for enhancing students' interest in reading using digital media in SMA Adhyaksa 1 Jambi.

METHOD(S)

In this research, the researcher used a descriptive qualitative method to draw in as much detail as possible the data and facts collected in the field.Researchers collect data from participants or sources relevant to the research question and then analyze this data to create a narrative that describes the phenomenon in detail. The goal is to provide a comprehensive and holistic account of the phenomenon, offering readers a clear and vivid picture of its characteristics, context, and meaning. Based on the objective of the research point of view, the research used the descriptive method. This descriptive method involved collecting data in order to answer the questions concerning the subject of the research.

In this research, subject selection was carried out using the purposive sampling technique, which is a non-probability sampling technique based on the characteristics of the selected subjects because these characteristics follow the objectives of the research to be conducted

(Creswell, 2014; Moleong, 2012; Herdiansyah, 2010).The subject of this research was an English teacher from SMA Adhyaksa 1 Jambi, and this research was conducted at SMA Adhyaksa 1 Jambi on 27 March 2024, at 09.00 AM. This research activity was carried out in approximately 30 minutes.

The researcher used methodological triangulation in this study, which refers to using more than one method in collecting data. The data used is from interviews, documentation results, and direct performance observations.Documentation results, for example, usually take the form of videos or photos compared to direct observations. They are coupled with interviews to understand better the validity and reliability of data obtained from documentation and direct observation.

After getting the data obtained through observation, interviews, and documentation, the next step is to analyze the data. This study uses a qualitative descriptive data analysis method, namely an analysis technique that uses verbal language or words and does not use numbers, which are used to find out participants' answers regarding existing research problems.In order to present detailed and easy-to-understand data, the data analysis technique used in this research is the Interactive Analysis Model from Miles and Huberman. Miles and Huberman (2009) suggested three stages that must be carried out in analyzing qualitative research data: (1) data reduction, (2) data display, and (3) concluding.

RESULTS AND DISCUSSION
FINDINGS

A. Barriers to Using Digital Media to Enhance Students' Interest in Reading

1. Limited Supporting Facilities

Limitations in supporting facilities are a challenge when teachers integrate digital media into their teaching. This challenges teachers to utilize digital media to support the learning process. One crucial supporting facility for conducting learning using digital media is the Internet. Unstable internet connectivity can become a problem and a challenge for teachers when using digital media to support learning.

When the internet connection is unstable, the teaching and learning process becomes disrupted. For instance, videos that students are supposed to watch may need to be smoother or load correctly, resulting in decreased quality of learning and frustration for students. A slow or frequently interrupted connection makes it difficult for students to follow the learning activities,

access materials posted by teachers, or participate in online discussions.

2. Adjustment of student understanding using digital media

One of the challenges faced by teachers in integrating digital media into teaching is adapting to students' understanding of using digital media as a learning support facility. In addition to supporting facilities such as the Internet, adjusting the digital media used to match students' comprehension poses its own challenge for teachers. Therefore, when using digital media to support learning, it is necessary to tailor it to students' understanding.

The challenges in delivering reading material instruction are related to technical aspects, such as limited internet data quotas, unstable networks, and non-technical issues. One of the issues highlighted is students' unfamiliarity with specific applications used in the learning process. This challenge encompasses understanding and skills in technology use that are not only related to technical proficiency but also conceptual understanding of how to employ these tools for educational purposes.

B. Strategies for Enhancing Students' Interest in Reading Using Digital Media

1. Make preparations before the start of learning.

Providing guidance or direction before conducting a lesson is one strategy or method that teachers use to adjust learning to students' understanding and readiness during class. Both the subject matter and the media used to deliver the material need to be tailored to the students. In making preparations before teaching, two aspects need to be communicated at the outset: technical and non-technical.

One such strategy involves informing students in advance, preferably the night before, about the specific application that will be used for reading instruction the following day. This proactive communication allows students to prepare their internet data quota accordingly, ensuring they have sufficient resources to engage with the application effectively.

2. Provides material that is relevant to daily life

Providing reading material relevant to students' daily lives can foster their interest in reading. Using subject matter relevant to everyday life is considered an effective strategy for teachers. Using digital media with relevant material can foster students' curiosity about the material provided by the teacher.

Using digital media and materials relevant to daily life triggers students' curiosity. This

occurs especially when the content is relevant to students' everyday experiences and contexts. When students encounter material they can identify with and relate to their lives, their interest in learning becomes more ignited. Videos portraying real-life situations or cases closely connected to their lives make students more interested and strengthen their engagement in the learning process.

3. Types of digital media used

The types of digital media used are essential when designing learning strategies. Selecting the appropriate digital media enhances effectiveness and facilitates material delivery. The media used should be tailored to the needs of the learning topics.

Using relevant YouTube videos related to the theme of reading instruction is an effective strategy to enhance students' reading interest. Students can more easily grasp the concepts taught in reading instruction by utilizing visual media in the form of videos. These videos can feature narration, visualizations, and engaging examples, making the learning material more lively and captivating for students.

DISCUSSION

This research presents data on teachers' barriers and strategies for enhancing students' interest in reading using digital media at SMA Adhyaksa 1 Jambi. By conducting a sequence of activities involving observation, interviews, and document analysis, this study identified two challenges and three strategies experienced by teachers in increasing students' reading interest using digital media at SMA Adhyaksa 1 Jambi.

The first finding is the challenge of limited supporting facilities, especially regarding students' access to learning materials on the Internet.A primary issue is the instability of internet connections, which disrupts the learning process, making it difficult for students to access web pages smoothly.These issues underscore the need for adequate technical support to ensure all students can effectively utilize online learning resources. Lim and Chai (2004) state that limited internet access can pose significant barriers to integrating technology into the learning process. In this context, infrastructure limitations, high internet access costs, and unstable networks influence students' ability to access online learning resources effectively.

The second challenge is adjusting to students' understanding of using digital media. The challenge in delivering reading material instruction is not only related to technical aspects like limited internet data quotas or unstable networks but also involves non-technical issues, such as

students' unfamiliarity with the learning applications.This aligns with the Technology Acceptance Model (T.A.M.) theory developed by Fred Davis (2020). The model highlights two main factors influencing technology acceptance: usefulness and ease of use. In teaching reading, such as EFL, using digital media, it is essential to choose technology perceived as valuable and easy for teachers and students to enhance learning effectiveness.

The researchers' following finding is the teachers' strategies in addressing issues when using digital media to enhance students' reading interest, which is by providing guidance or directions before the start of the lesson.According to Collins and Halverson (2009), providing prior notification about the use of technology in learning is crucial to help students prepare. This includes ensuring they understand the software to be used and have adequate access. Furthermore, Providing early information enables students to prepare the necessary internet quota. This is particularly important in areas with limited internet access (Anderson & Rainie, 2014).

The second is the teacher's strategy of providing relevant material to daily life. The utilization of digital media within educational settings presents many benefits, foremost among them being its capacity to ignite and sustain students' innate curiosity and eagerness to learn. Gutiérrez (2014) states that digital platforms can provide students access to various culturally relevant materials and facilitate collaborative, critical engagement with texts. This approach supports language learning and helps students develop critical thinking skills and a deeper understanding of their own and others' cultural contexts. It is essential to present diverse and culturally relevant materials and consider students' linguistic and cultural diversity in digital media.

Another strategy for enhancing students' reading interest using digital media is the selection of various types of digital media to be used. Utilizing relevant YouTube videos related to the theme of reading instruction can be an effective strategy to increase students' reading interest.According to Richard E. Mayer (2001), video-based learning is a multimedia format that integrates visual and auditory elements to deliver educational content. Mayer emphasizes combining verbal narration with relevant images or animations to enhance comprehension. This aligns with Rosenberg (2001) that the e-learning experience offers various possibilities for relating information and instruction as vehicles to develop and preserve intellectual capital.

CONCLUSION

This research has explained teachers' strategies to enhance students' reading interest using digital media at SMA Adhyaksa 1 Jambi. Based on the research findings and discussions on teachers' strategies in enhancing students' reading interest through digital media at SMA Adhyaksa 1 Jambi, it can be concluded that there are barriers and strategies experienced and utilized by teachers when employing digital media to boost students' reading interest.

The teacher's barriers to integrating digital media into teaching include constraints in supporting facilities and adapting to student's understanding of using digital media. The constraint in supporting facilities often involves unstable internet connections and students occasionally running out of internet data, thus impeding the flow of learning activities. Another barrier is aligning the digital media used with students' comprehension, as sometimes students are unfamiliar or not accustomed to the media or applications used, resulting in difficulties accessing or comprehending the presented materials.

Then, There are three strategies employed by the teacher, namely making preparations before the start of learning, providing material relevant to daily life, and using relevant digital media to enhance students' reading interest. The preparations made are that teachers usually tell students to prepare internet data for learning the next day and provide tutorials on using the applications that will be used to support learning. Furthermore, by providing material in video form, students become more interested and enthusiastic about the material being studied. Coupled with material relevant to everyday life, it becomes relatable to them and increases their curiosity. Furthermore, teachers utilize digital media relevant to the lesson, such as YouTube videos related to the reading materials.

ACKNOWLEDGEMENTS

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