

Analysis of Reading Interest in Grade 3 Students of Rade Elementary School

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Article Info

Article history:

Accepted: 13 October 2025

Publish: 25 October 2025

Keywords:

First keyword

Second keyword

Third keyword

Fourth keyword

Fifth keyword

Abstract

This study aims to describe the reading interest of students in grade III of elementary school. This type of research uses a descriptive method with a qualitative approach. The subjects of this study were grade III students and their homeroom teachers. Data collection techniques in this study used interviews, documentation, and questionnaires. The results of the study indicate that the reading interest of students in grade III is good. This is evidenced by the results of the questionnaire for grade III with a total of 15 students. Only 9 students received the highest score, meaning they have a good reading interest. 4 students received a moderate score, meaning they have a fairly good reading interest. 2 students received the lowest score, meaning they have a low reading interest. This can be seen from the results of the questionnaire obtained from students. From the results of the interview, it was found that teachers always get students used to reading before studying for 15 minutes and that there are supporting factors in increasing students' reading interest, namely: reading 15 minutes before learning and intensive teacher guidance.

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1. INTRODUCTION

Reading is the process of receiving information and ideas from written text. It involves pronouncing words and understanding the text's content, both visually and mentally. More than simply reciting, reading is an interactive activity that involves thinking, analyzing, and interpreting. (Rahmi and Marnola 2020) explain that reading is seeing and understanding the content of what is written, either verbally or silently. In the Indonesian language and literature curriculum, one of the teaching tests is that students know and understand what they are learning so that they can communicate it well to others, both verbally and in writing. Therefore, students must have good reading skills. Good reading skills will enable students to maximize the acceptance of the knowledge given to them.

Based on the opinions above, reading can be defined as an activity or skill performed to obtain the message or information the author intends to convey. A person who reads frequently will gain a variety of new information and knowledge that they previously did not know. However, recently, interest in reading, especially among elementary school students, has been relatively low.

Reading interest is an encouragement to understand the words and content contained in the reading text (Dalaman, 2014). Meanwhile, according to Asniaret *al.*(2020) stated that reading interest is a mental tendency that drives someone to read. In line with this, Fahmy et al. (2021) stated that reading interest is a strong desire accompanied by an effort to read. Low reading interest will impact students' low levels of knowledge and insight, while students with high reading intensity will have broad levels of knowledge and insight (Utami et al.2018). The indicators of someone's interest in reading are as follows: (1) the need for reading (2) the action of looking for reading (3) a feeling of

enjoyment in reading (4) disinterest in reading (5) the desire to always read (6) following up on what is read (Rahayu, 2016). With that, it can be concluded that interest in reading is a person's desire that comes from within to carry out reading activities accompanied by effort.

Teachers play a crucial role in learning. Therefore, as a teacher, you must be able to create an engaging and effective learning environment, thereby increasing students' interest in reading. Besides teachers, interest in reading can also be fostered by parental encouragement at home. However, most people are more interested in their learning outcomes. The influence of technology, such as unrestricted smartphone use by parents, is one of the factors contributing to low reading interest among elementary school students (Hapsari, 2019).

Based on the results of observations and interviews, it was seen that in the morning before starting the lesson, students were asked to read a book for 15 minutes in the reading corner. However, this can be seen from the activities, students did not do it, and preferred to play outside the classroom rather than take the time to read books. Based on the explanation above, it shows that there are several factors that influence students' reading interest, namely internal factors consisting of 1) students' reading ability 2) lack of motivation 3) not taking the time to read 4) reading books ordered by the teacher 5) students rarely look for books/reading materials. Meanwhile, external factors consisting of 1) the reading corner has not been designed as attractively as possible 2) the library is not activated 3) limited books 4) the role of teachers 5) family environment. In line with Solahudin's research et al.(2022) stated that the results of data analysis obtained two factors causing students' lack of interest in reading, namely internal factors are factors originating from the students themselves, namely reading ability, understanding the meaning contained in the reading, lack of habit of reading, reading books on teacher's instructions, students rarely look for books or reading materials according to their needs, students who complete assignments via the internet without books. Meanwhile, external factors are those caused by the students themselves, namely the school environment is less supportive, a lack of reading culture in the school environment, literacy programs that have not been running optimally, school wall magazines that have never been updated, schools do not have a special place for reading other than the library, the role of the school library is not optimal, and the influence of smartphone use.

Reading skills are receptive written language skills. Reading is an interactive activity to select and understand the meaning contained in written language. Reading is a process by which readers obtain information that the author wants to convey through text/written language (Tarigan, 2008). The purpose of reading according to Blanton et al. and Irwin is: As a medium to entertain and please the reader, in addition to reading also increases insight and new knowledge about new information, reading also makes readers think critically by adding new information obtained to what is already known. In addition, can implement the information found in everyday life.

Based on the explanation above, the purpose of this study is to determine the factors that contribute to the lack of reading interest among third-grade students at Rade Elementary School. By understanding this, it is hoped that solutions and efforts will be found to address the problem.

2. MATERIALS AND METHODS

The type of research used in this research process is descriptive research, namely research that describes what actually happens regarding a variable, situation, or event. The author employed a qualitative method in this study. The data sources used were third-grade students and their third-grade homeroom teachers. Data collection techniques in this study included interviews, questionnaires, and documentation. Interview guidelines are provided containing questions regarding reading interest in grade III to interview grade III students and grade III homeroom teachers. The questionnaire used in this study was to assess students' reading interest. The questionnaire used a scale *Liked* by using four alternative answers such as; Strongly Agree (SS), Agree (S), Disagree (TS), Strongly Disagree (STS)

and students are only allowed to answer one answer choice. Documentation is intended to obtain direct data from the research location, including photos related to reading interests.

Table 1 Alternative Answer Score Positive

Alternative Answers	Score
Strongly Agree (SS)	4
Agree (S)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

3. RESULTS

The author collected data through questionnaires, interviews, and documentation regarding the analysis of students' reading interests in grade III of Rade Elementary School. The following are the research results obtained by the author.

Questionnaire Distribution Results

The results of questionnaires, interviews, and documentation conducted in third-grade classes at Rade Elementary School revealed that students' reading interest at that level could be considered good. This is a very positive finding, as reading interest is a key aspect of literacy development and academic success.

Based on the results of the questionnaire, it can be seen that the reading interests of students in Grade III of Rade Elementary School reflect varying levels of reading interest. Analysis of this questionnaire helps identify patterns of students' reading interests, which is crucial in understanding the level of student engagement in reading activities. The following results from the questionnaire conducted in Grade III illustrate variations in reading interests among students. Several patterns of reading interests can be observed based on the scores obtained in this questionnaire. From the results of the questionnaire analysis, it can be seen that most students in Grade III of Rade Elementary School show varying levels of reading interest. More specifically, of the 15 students who responded to the questionnaire, 9 students obtained high scores in the questionnaire. This indicates that they have a very positive level of reading interest and tend to be active in reading activities. The other 4 students obtained medium scores, indicating that they have good reading interests, although not as strong as the students who obtained high scores. On the other hand, 2 students obtained low scores in the questionnaire, which could indicate that they may need further attention in improving their reading interests.

Table 2 Student Respondent Results

No	Question	SS	S	T S	STS
1	I often read story books	13	2		
2	I enjoy reading books wherever I am.	10	5		
3	I am interested in reading novels	1	7	7	
4	I read textbooks every day.	13	2		
5	I feel I have to read books, because by reading I become smart.	15			
6	I always want to read books in the library	13	2		
7	Reading books makes me more enthusiastic.	4	11		
8	I read comics every day	5	10		
9	I like to read books for 15 minutes	15			
10	Every day I always make time to read books	15			
11	I'm lazy to read books				15
12	I get bored quickly when reading books			15	

Results of the Interview with the Third Grade Homeroom Teacher

Based on interviews with third-grade homeroom teachers, data showed that reading interest in third-grade students was generally good. However, two students were still not fluent readers, a factor attributed to their lack of attendance. The rest of the class was already fluent readers.

The third-grade homeroom teacher also stated that the school has implemented several strategies to increase students' interest in reading, including reading for 15 minutes before class. This is a routine activity carried out daily before the start of class. The goal is to get students used to reading and improve their reading skills.

Overall, the results of this study indicate that the efforts made by SDN Rade to increase students' reading interest have yielded quite good results with several supporting factors in the school, namely; Reading 15 minutes before class and intensive teacher support. However, there is still room for improvement, especially in terms of increasing reading interest for students who still have low scores on the questionnaire and for students who are less present at school.

4. CONCLUSION

After conducting research on the analysis of the reading interest of third-grade students at SDN Rade, the author can write several conclusions in the form of a brief summary after conducting this research as follows: The reading interest of third-grade students at SDN Rade is quite good. This can be seen in students who have a good interest in reading, homeroom teachers who always guarantee literacy by reading books for 15 minutes, and the school's efforts to increase interest in reading books for students by holding several activities such as reading 15 minutes before studying. With the 15-minute reading activity before class, it helps foster students' interest in reading. With these activities, the reading interest of third-grade students at SDN Rade has increased better.

5. ACKNOWLEDGEMENT

With full gratitude to the presence of Allah SWT, the author expresses his deepest gratitude to various parties who have provided support, assistance and moral and material encouragement in the process of compiling the scientific article entitled "*analysis of reading interest in grade III students of SDN Rade*".

The author would like to express his deepest respect and gratitude to Mr. Azra Fauzi M.pd and Mrs. Yuyun Yuningsih M.pd who have patiently devoted their time and energy, provided invaluable guidance, direction, and advice throughout the research process and the completion of this article. All the knowledge, motivation, and support provided have been invaluable resources for the author in improving his academic and professional abilities in the field of education.

The author would also like to express his gratitude to the principal of SDN Rade, the third-grade teachers, and all the students of SDN Rade who provided the opportunity, assistance, and cooperation during the research data collection process. Without their support, this research would not have been possible.

The author would also like to express his deepest appreciation to STKIP Haeapan Bima for the opportunity and facilities provided, enabling the smooth running of this research and writing. He also extends his gratitude to his fellow students and colleagues who provided continuous support, ideas, and encouragement throughout the process of writing this article.

Finally, the author acknowledges that this article still has shortcomings. Therefore, suggestions and input from various parties are highly appreciated for the improvement of this scientific work in the future. Hopefully, this article can provide benefits and positive contributions to the world of education, particularly in efforts to increase reading interest among elementary school students.

6. DECLARATION

- Yunita: Responsible for conceptualization, data collection, writing the original draft, and research analysis.
- Azra Fauzi: Played a role in compiling the research methodology, editing the manuscript, and providing conceptual direction as the main supervisor.
- Yuyun Yuningsih RS: Responsible for data validation, supervision of research implementation, as well as providing academic guidance and improving article manuscripts.
- This research was independently funded by the research team, without receiving any financial assistance from any institution or party.
- The author declares that there is no conflict of interest.

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