



Implementation of an Interactive Reading Corner to Enhance Elementary School Students' Reading Literacy

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Article Info	Abstract
Article History Received: 2025-02-07 Revised: 2025-03-23 Published: 2025-04-09 Keywords: <i>Interactive Reading Corner;</i> <i>Reading Literacy;</i> <i>Elementary School Students.</i>	This study intends to analyze the implementation of the Interactive Reading Angle as a strategy to improve reading literacy in elementary school. With reading books and digital technology, the Interactive Reading Corner can also be accessible by visual media. This qualitative study has a case study design. Data collection methods consisted of observation, interviews, and documentation in classrooms where the Interactive Reading Corner had been applied. It was found that Interactive Reading Corner helps to enhance students' interest in reading through a variety of reading materials displays, the vocabulary growth will be increased by providing diverse reading materials and this is aligned with a variety of types and types of text exposures, enhancing students' understanding of reading materials through displaying visual elements and discussion between students or teachers accompanying reading activities. Moreover, engagement in the Reading Corner encourages students to read independently more often. Study finding Interactive Reading Corner can serve as an effective new reading platform for improving students' reading literacy. The study concludes that the Interactive Reading Corner has a positive impact on improving students' reading literacy. The limitation of this study was that it was conducted at only one school, thus unfortunately preventing the results from being widely generalizable, as of yet. It suggests introducing a reading corner in more schools for an extended period to get a clearer idea.

Artikel Info	Abstrak
Sejarah Artikel Diterima: 2025-02-07 Direvisi: 2025-03-23 Dipublikasi: 2025-04-09 Kata kunci: <i>Pojok Baca Interaktif;</i> <i>Literasi Membaca;</i> <i>Siswa Sekolah Dasar.</i>	Penelitian ini bertujuan untuk menganalisis implementasi Pojok Baca Interaktif sebagai strategi untuk meningkatkan literasi membaca peserta didik di jenjang sekolah dasar. Pojok Baca Interaktif dirancang sebagai ruang belajar yang menarik dan interaktif dengan memanfaatkan media visual, buku bacaan beragam, serta teknologi digital. Metode penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi pada kelas yang telah menerapkan Pojok Baca Interaktif. Hasil penelitian menunjukkan bahwa kehadiran Pojok Baca Interaktif meningkatkan minat baca peserta didik melalui penyediaan materi bacaan yang menarik dan bervariasi, memperluas kosakata melalui paparan terhadap berbagai jenis teks, serta membantu peserta didik memahami bacaan dengan lebih baik melalui elemen visual dan diskusi interaktif yang menyertai aktivitas membaca. Selain itu, interaksi aktif di Pojok Baca memotivasi peserta didik untuk lebih sering membaca secara mandiri. Penelitian ini menyimpulkan Pojok Baca Interaktif memberikan dampak positif dalam meningkatkan literasi membaca peserta didik. Keterbatasan penelitian ini terletak pada ruang lingkup yang terbatas pada satu sekolah, sehingga hasil belum dapat digeneralisasi secara luas. Rekomendasi dalam penelitian ini perlunya pelaksanaan pojok baca di lebih banyak sekolah dengan durasi yang lebih panjang untuk memperoleh gambaran yang lebih komprehensif.

I. INTRODUCTION

Reading literacy is one of the most frequently discussed topics in the world of education today, especially for primary level students. Reading literacy is a basic skill that is not only necessary for academic success but also for the wider development of life skills (Steiner, 2022; Mudrak, 2020; Nirmala, 2024). It includes technical skills like identifying and understanding texts, as well as the ability to analyze, assess, and

contextualize information (Rahmi et al., 2024). Reading literacy, in today's era of an information explosion, is critical to equip students with the critical thinking skills that they will need to rise to future challenges (Yoon, 2020; Nurini, 2024).

Based on interviews with the students, they stated that they do not enjoy reading because it is considered boring and not enjoyable. They quickly lose interest when reading long texts. In

addition, their Indonesian language scores indicate low levels of reading literacy.

Challenges in reading literacy related to education in Indonesia are still a prominent issue (Zakiah et al., 2024; Probolinggo et al., 2023). The reading literacy skills of Indonesian students tend to be below the average of other countries based on data from various international education surveys (Bayu et al., 2023; Santi et al., 2024). This is due to several factors, including a disinterest in reading, limited access to good reading materials, and an inadequate learning environment with respect to literacy development (Ribeiro, 2023). Hence why there is a need for creative learning techniques to increase reading literacy in a more dynamic and meaningful manner.

One of these methods which has been initiated is the creation of Reading Corner (Persada et al., 2024; Angraeni et al., 2024). Based on the findings of the needs analysis, an Interactive Reading Corner is designed as a reading corner with a variety of engagements consisting of reading, digital technology, and interactive activity design to create a more complete reading experience (Faiz, 2022). Past research has shown that interaction- and technology-based learning methods can foster the learning motivation and engagement of students (Srinivasan, 2021; Chen, 2023; Nurini, 2024). It is also in accordance with the learning needs of the digital era, in which students have been familiar using technology in daily life (Desysetyowati et al., 2023; Chen, 2023; Palu et al., 2024; Sumarni et al., 2024). After they finish their paper books, they have access to digital books, videos, and applications for reading, thanks to the Interactive Reading Corner. Furthermore, the reading activities in the Reading Corner could foster a collaborative learning atmosphere both for the students amongst themselves as well as with the teachers and ultimately enrich the facet of reading literacy. Therefore, the distinctiveness of this study lies in the implementation of the Interactive Reading Corner, which is designed not as an ordinary reading corner, but as an innovative learning space that is expected to improve the reading literacy of elementary school students.

This is a qualitative study using a case study design. The scientific data are collected through observations, in-depth interviews and documentation in the elementary schools that have implemented the Interactive Reading Corner. The qualitative design enables a deeper

understanding of experiences and perceptions from students and teachers regarding the effectiveness of this innovation. Using this method, the study can find out what happens on the ground; for example, how students respond to reading activity performed in the Interactive Reading Corner.

The Interactive Reading Corner is expected to be the best solution to improve reading literacy at the elementary school level. The new push is an alternative which is interactive and contextual to the times we live in. In addition, technology can support literacy learning by allowing students to learn from and find more resources to use for learning, contributing toward becoming lifelong learners (Wexler, 2022).

This study will contribute to developing the reading literacy of elementary school students. In addition to the current innovation, it is hoped that this research will inspire the development of similar products that facilitate literacy acquisition at different levels of education.

II. METHOD

This research uses a qualitative approach with the case study design in order to investigate the implementation of the Interactive Reading Corner in increasing reading literacy of elementary school students. The data collection techniques employed in this study include observation, in-depth interviews with teachers, and documentation of activities. Data validation was carried out through source triangulation by conducting interviews with teachers and students, as well as technique triangulation by using both interviews and observations. The subjects of this study were 28 first-grade students at SD Wiru 01, Bringin District, Semarang Regency, who were selected purposively. The selection criteria for this class were based on the three-month implementation of the Interactive Reading Corner, which provided the researchers with the opportunity to monitor the sustainability and effectiveness of the program. In addition, the school has established a culture of reading literacy throughout the learning community by integrating technology and various learning resources as effective reading interventions.

There are several research stages such as planning (which includes problem identification by developing the necessary instruments as well as the selection of the location and subjects). The observation stage includes a record of students'

activities, breaks digital books etc. as well as interviews with teachers and students. At the final stage, thematic analysis was conducted to identify patterns, supporting factors, and challenges present in the data (Creswell, 2013).

III. RESULT AND DISCUSSION

A. Result

In its application in the classroom, the Interactive Reading Corner occurs in the introductory activity, core activity, and concluding activities of a lesson. During the introductory phase, students start by choosing flashcards that contain vocabulary words based upon their lesson for the day. Students then read the vocabulary out loud, and write it on the Reading Window board in the Interactive Reading Corner. This aims to pre-teach new lexis and allow students to recall and relate stuff to the topic of the lesson. Students also practice basic writing skills by writing the words and understanding the vocabulary in a working context and in a relevant way. It promotes a highly engaged, active, and interactive learning process, enabling students to better remember and use new words when they speak or study again later.

Teachers, in delivering lessons continue to optimize a variety of media available in the Reading Corner as the delivery of literacy activities i.e.: storybooks, encyclopedia Interactives, pop-up books, flash card, digital comics, the reading window. The teacher teaches students how to read and respond to these resources for various subjects to help them deepen understanding, boost reading skills, and develop their word bank. Interactive encyclopedias help students to research more related information to their studying topics. They introduce students to a variety of text types and story structures, meaning storybooks and digital comics are a fun source for a reading experience. These learning styles emphasize visual learning, where flashcards and pop-up books help students recognize new vocabulary and relate it back to similar concepts learned in the past. Secondly, the sentence window is also used by students to write and form sentences that pertain to the topics of the lessons. The Reading Corner provides literacy support through its media diversity, making the teaching and learning process more active for students.

At the end of the learning session, students are allowed to choose a barcode from the Reading Corner pocket. Each barcode unlocks access to a digital comic or short story that they can bring home and read with their families. At Oct 05, 2023 These resources are available on their parents' phones, and students are welcomed to share stories or talk about what their families were reading with them." Not only does this encourage students to continue reading at home, but it also gets families plugged in on their student's learning experience and brings students and parents together in an engaging literacy experience.

According to the interview results with the teachers, students' reading literacy skills had improved significantly since the Interactive Reading Corner was implemented in the classroom. The increased rate of students reading on their own was also a sign that students cared more about reading in general. They also developed increased reading fluency and comprehension by retelling stories, providing more thoughtful responses to their questions, and relating content across various texts. Teachers also noted significant growth in vocabulary and improved analytical thinking skills, both of which propelled students' overall academic success.

Results from the interview with students suggested that they were more interested in reading different kind of books be it available in the Interactive Reading Corner. As they started reading books with stories they became more fluent and able to understand what they were reading. Students were also eager to discuss the book's contents with their friends and teachers. They were also more confident and brave while reading aloud in class.

B. Discussion

One of the initiatives we have seen in our time here is the implementation of the Interactive Reading Corner in the classroom and how it has been instrumental in contribution to literacy-based learning for our students. The Interactive Reading Corner demonstrates effectiveness in enhancing students' reading literacy skills outlet of the organized activities planned for the introductory, core leaning and closing stages.

The introductory exercise (having all students select some flash cards with vocabulary related to the topic of the day's lesson) has widespread benefit, for

introducing vocabulary to them while improving their speaking and writing skills. According to Chen (2023), use of interactive media introduces vocabulary, urges student participation in design, and keeps them engaged in literacy learning. In addition, this activity encourages students to associate the newly learned vocabulary with the topic of the lesson to help them create a specific context in their minds before they enter the learning process. Therefore, this first step not only enhances the students' motivation to learn but also reinforces their reading literacy (Mudrak, 2020; Nirmala, 2024).

During the core learning phase, teachers make use of different reading media in the Interactive Reading Corner, such as storybooks, interactive encyclopedias, pop-up books, flashcards, digital comics, and the reading window. Thus, the use of diverse and dynamic reading materials helps to forge an interactive learning environment, while cultivating more active students (Srinivasan, 2021). Different sources of learning media increase the reading interest of students, which eventually develops their literacy skills (Waxler, 2022). Moreover, this activity encourages learning across different subjects. An example flashcard can be used as one of the activities in teaching vocabularies in language subject, meanwhile, an interactive encyclopedia can be used for a more advanced and clearer explanation of a lesson in science and social studies (IPAS). Within this context, although the Interactive Reading Corner is used for reading, it is also a useful integrated learning center (Kim, et.al., 2021; Persada, et.al., 2024; Angraeni, et.al., 2024).

Presuming the class had time to read the comic or story beforehand, at the end of the lesson, students are invited to take a barcode as a "ticket" out of the Reading Corner, each linked with a digital comic or short story to read home to the family. It has a significant ripple effect beyond just students to include their families. Students will create a habit of reading outside of school hours by engaging parents in reading activities (Desysetyowati et al., 2023). This activity also helps to build a positive reading connection between students and their families with fun reading time! Students can read digital comics or stories together, giving them the opportunity to discuss the content leading to improved critical thinking and speaking skills. By

engaging in reading-related activities together, this program encourages a reading culture at home, as well as providing positive experiences in literacy for students and their families. (Yoon, 2020).

One of the quantitative data to prove this finding, obtained through interviews with teachers and students, shows that the implementation of the Interactive Reading Corner has an impact on student reading interest and text comprehension. They have improved their analytical and critical thinking skills, they are confident in reading and have learnt to retell stories, we even have them writing stories and constructing sentences. Far more students saw a huge boost in their vocabulary and overall performance, teachers noticed. Hence, the Interactive Reading Corner has successfully demonstrated such literacy improvement in students when adopting a comprehensive learning approach.

The implementation of the Interactive Reading Corner demonstrates that integrating technology and reading materials into learning can provide significant benefits for students. However, in order for this program to be valuable for the long-term, support from teachers, the parent, and the school are needed. To avoid students losing interest in reading, teachers should continuously diversify the reading corner media, in addition to allowing parents to actively participate in home literacy activities.

Moreover, more studies are necessary to look into the extent to which the Interactive Reading Corner is effective in multiple learning environments. Longitudinal studies can offer more nuanced views on the longer term effect of this program on students' reading literacy skills.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The findings of this study indicate that the implementation of the Interactive Reading Corner can enhance students' reading interest by providing a variety of age-appropriate and engaging reading materials, such as picture books, short stories, and digital texts. Exposure to diverse types of texts also contributes to students' contextual vocabulary development. Furthermore, the use of visual elements, such as literacy posters and interactive media along with participation in small group discussions after reading, has

been shown to improve students' comprehension of the texts. The Interactive Reading Corner also fosters independent reading habits by offering a pleasant and motivating reading environment. Based on these findings, it can be concluded that the Interactive Reading Corner has a positive impact on improving reading literacy at the elementary school level. However, this study is limited by its scope, as it was conducted in only one school and within a relatively short observation period, which restricts the generalizability of the results. Therefore, it is recommended that the implementation of the Interactive Reading Corner be expanded to more schools and over a longer period to gain a more comprehensive and representative understanding.

B. Suggestion

Interactive reading corner requires support from teachers, parents and schools to continue long-term. Teachers should create a range of media, and parents should promote literacy at home. Long-term studies are also needed to determine whether and when such a program can boost students' literacy skills.

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