

DEVELOPING TEACHING MATERIALS IN *READING ALOUD* FOR STUDENTS IN GRADE V OF STATE ELEMENTARY SCHOOL

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Abstract

Reading teaching materials look like a story-based book learning media, which are used to convey learning materials to motivate students in practicing their reading skills aloud. Reading teaching materials entitled "Ayu the Astronaut" are used for fifth grade students at SD Negeri 105418 Sinah Kasih. This research and development aims to (1) determine the process and the level of developing reading teaching materials. This research is an R&D and ADDIE models. The trial subjects in this study were eight students from fifth grade. Data collection techniques used observation, interviews, questionnaires, and tests. This study uses quantitative and qualitative analysis techniques. The results of this research and development are (1) the big book product developed using the ADDIE model has met the criteria as a good learning media and has met the criteria of being very valid and valid with the results of the teacher test getting 89%, and the results of the lecturer test 77.5. So, the product qualification is determined to be very valid and suitable for use. (2) The results of the research on the effectiveness of student responses show a score of 89% with the highest score category, which states that the media is interesting so that learning becomes fun.

Keywords— development, materials, reading aloud, teaching

Introduction

Education is a pillar of national civilization, plays a vital role in shaping the nation's future generations, and creates civilization that are the product of education (Henri, 2018:1-7; see also Big Indonesian Dictionary--KBBI). Indonesian language is implemented in an integrated manner, encompassing four skills: listening, speaking, reading, and writing. While in practice, these four skills cannot be separated from each other, and teachers can focus on one of them. The skills play a crucial role like reading as a fundamental skill to foster basic reading skills, as stated in Chapter III of the Minister of Education and Culture Regulation No. 22 of 2016 concerning standards for elementary and secondary education processes.

Students' reading skills are crucial because such skills are considered to influence their performance in carrying out learning tasks at school. Good reading skills significantly impact learning, while poor reading skills hinder their educational progress. Therefore, elementary schools, as formal educational institutions, are expected to address the difficulties children experience and improve language skills, including reading. The paper is focused on students' low reading ability, and on uninteresting teaching materials and is delimited to the development of reading aloud teaching materials for fifth-grade students. Thus, the research questions are: how is the process of developing reading aloud teaching materials to improve reading skills in fifth-grade students at SD Negeri 105418 Sinah Kasih and how appealing are the reading aloud teaching materials for improving reading skills? The paper tries to explain the process of developing reading aloud teaching materials and to determine the appeal of reading aloud.

The research gives several benefits, such as, theoretically, it provides additional knowledge related to reading skills using storybooks and increases knowledge and insight, particularly in creating reading aloud teaching materials. Practically, this research is expected to encourage active participation in reading learning activities using reading materials, thereby improving students' reading skills. Furthermore, by using reading materials, students will be interested in reading.

Literature Review

Definition of Teaching Materials

A teacher's success in implementing the learning process depends on their insight, knowledge, understanding, and creativity in managing teaching materials. The more comprehensive the teaching materials is prepared, the better the learning will be (Fitriatul, 2019). Teaching materials are a crucial component that cannot be ignored in the learning process, as they are the core of the learning process (Fitroh, 2017). and contain information or knowledge that students can use to carry out the learning process and achieve specific competencies (Indri, 2018). Teaching materials are defined as all forms of materials (written or unwritten) that assist teachers/instructors in teaching and learning activities (Depdiknas, 2008) and include all materials (including information, tools, and texts) (Prastowo, 2015); see also (Kurniasih, 2014), (Yunita, 2017), and (Marhamah, 2018). Hence, teaching materials are all materials (whether information, tools, or texts) that are involved.

Classification of Teaching Materials

(Prastowo, 2013) classifies teaching materials into three categories, which are based on their form (printed materials; auditory teaching materials; visual-auditory teaching materials; and interactive teaching materials), how they work (non-projected teaching materials; projected teaching materials; audio teaching materials; video teaching materials; and computer-based teaching materials), and their nature (print-based teaching materials; technology-based teaching materials; practical teaching materials; and human interaction teaching materials). The teaching materials in this study are classified as printed teaching materials or textbook with the title "Locally Based Thematic Teaching Materials" (Prastowo, 2013)

Functions of Teaching Materials

Two functions of teaching materials are suggested (Prastowo, 2013) and the function of compiling teaching materials is to serve as a guide for teachers and students so that the competencies to be achieved are based on the curriculum (Stefanus, 2018)

Principles of Developing Teaching Materials

The principles of teaching and learning activities have been made by (Depdiknas, 2008). for instance, 1) starting from easy to difficult, from concrete to abstract; (2) strengthening understanding through repetition; (3) strengthening student understanding through positive feedback; (4) the determining factor in learning success is high motivation; (5) achieving goals; and (6) knowing the results achieved.

Definition of Reading

According to (Dalman, 2014), reading is an activity or cognitive process that seeks to discover various information contained in writing. This means that reading is a thought process aimed at understanding the content of the text being read. (Farr, 2014). argues "reading is the heart of education." In this sense, the more frequently a person reads, the more advanced their education will be, and the broader their horizons will be. According to (Tarigan, 2014), reading is a process undertaken and used by readers to obtain the message the author intends to convey through written words/language. In this context, reading is an attempt to explore the meaning contained in writing.

Purpose of Reading



Seven types of reading activities are proposed (Anderson, 2009): a. reading for details of facts (reading to obtain facts and details), b. reading for main ideas (reading to obtain main ideas), c. reading for sequence or organization (reading to understand the order or structure of the framework), d. reading for inference (reading to draw conclusions), e. reading to classify (reading to group), f. reading to evaluate (reading to assess, evaluate), and g. reading to compare or contrast (reading to compare). (Tarigan, 2015) argues the main purpose of reading is to seek and obtain information, including the content and understanding the meaning of the reading. Meaning is closely related to our intention, or our intensity in reading. According to (Rivers & Temperly, 2008), there are seven main purposes for reading.

Definition of Reading Difficulties

Reading difficulties are the most fundamental of all difficulties (Nabila & Tirtoni, 2023) and when students experience reading difficulties, they automatically fall behind their peers. Furthermore, they are burdened with assignments given by teachers because they cannot read. According to Djamarah (in Nabila & Tirtoni, 2023), reading difficulties are a condition in which a person is unable to perform reading tasks normally due to obstacles, threats, or disturbances.

Factors Contributing to Reading Difficulties

According to Tarmizi (in Hendri, 2019), several factors contribute to students' reading difficulties, for example, internal and external factors. About external factors (Hendri, 2019) has noted three factors, such as, school and family environment, and parents' economic situation. School environment includes the way lessons are presented, the teacher-student relationship, learning materials, and the curriculum. Teachers play a crucial role in educating children. Haditono (in Hendri, 2019). ever states family environment becomes the first and primary educational institution. A sense of security within the family is crucial for a person's success in learning. About parents' economic situation N notes that when parents are busy with economic activities, they pay less attention to their children's reading skills and development at school. However, lack of income also affects students' desire to attend school.

Research Models

Reading skills are crucial for elementary school development. Through reading, students can acquire information communicated by educators or peers through written media. In this research, the Research and Development (R&D) and ADDIE models are used. The ADDIE model consists 5 steps, namely *analyze* (namely looking at the needs and problems faced by students), *design* (namely making a solution plan, product design), *develop* (namely developing a product or creating a product), *implement* (namely testing a product on students), and *evaluate* (namely assessing the effectiveness of students on the product created).

Research Method

Type of Research

This research uses R&D which is used to produce a specific product and test its effectiveness. Therefore, to produce a specific product, needs analysis research is necessary. To test the effectiveness of the product so that it functions in the wider community, research is needed to test its effectiveness (Sugiyono., 2017). This research aims to develop a learning medium that can be used as a tool for delivering learning materials. The product produced in this research is a big book-based learning medium, a printed medium in the form of a large book containing syllables. The characteristics of this medium are large images accompanied by vocabulary below the images. Through the vocabulary and images, students are expected to improve their early reading skills.

Development Model & Procedures and Product Trial

The development model uses ADDIE, an acronym for analysis, design, development, implementation, and evaluation. This model serves as a guiding framework for complex situations and for creating effective learning resources and must be student-centered, innovative, authentic,

and inspiring (Branch, 2009). Five stages of ADDIE model development are: analysis, design, development, implementation, and evaluation. In analysis stage the researcher analyzed the identified problems and students' needs through observations and interviews. Regarding the design stage the researcher designed the product to be developed according to students' needs and characteristics. The product design consisted of a storyboard, visual design concept, images, supporting elements, fonts, colors, and learning materials.

About development stage the researcher completed the final stages of the storyboard, visual design concept, images, supporting elements, fonts, and colors, and learning materials. All these elements were combined and compiled into a comprehensive storybook, which was then validated by teachers at other schools. The implementation stage includes the application of product development. In this case, the developed and revised product can be implemented with students. Finally, in evaluation stage the teaching materials development aims to determine the success of the developed product according to the criteria and product feasibility, as well as to assess the product's quality before and after implementation. Product trial covers trial design and trial subjects. The first was limited to fifth-grade students at Sinah Kasih Public Elementary School 105418. This was based on the researcher's observations at the school and the varying reading ability levels of the students. The second used "Ayu the Astronaut" reading materials. This research was conducted in the 2025/2026 academic year.

Data Types and Data Collection Instruments & Techniques

The research and development use qualitative and quantitative data; the first was carried out through observations, interviews, and criticisms and suggestions from readers. The second aims to obtain data through calculations, including the results of the assessment questionnaire to measure the attractiveness of the learning media the researcher provided, the results of the assessment questionnaire from the lecturer to measure the attractiveness of the learning media, and the results of the assessment questionnaire from the class teacher to measure the attractiveness of the learning media. The data collection instrument is only validation in which the creation of the storybook media was first validated by teachers and lecturers who are subject matter experts at the elementary school.

About data collection techniques the first step in the research process was data collection and the primary objective of this researcher was to obtain data. The instruments used in this study were as follows: observation, interviews, questionnaires, and tests. The researcher conducted observations twice with fifth-grade students at Sinah Kasih Public Elementary School 105418. The first stage, during the pre-research phase, aimed to identify the research subjects' problems before development and the second one, conducted during the research phase, aimed to determine the effectiveness of the storybook media on fluent reading skills in students. For interviews the researcher determined the level of product appeal and effectiveness after using the "Ayu the Astronaut" reading teaching material. Questionnaires were given to students and tests were used as learning evaluations to determine students' initial reading skills while using the "Ayu the Astronaut" reading instructional material.

In quantitative data analysis the product validity analysis was applied in which data in the form of numbers or quantitative data were analyzed using an average value calculation technique using a five-level Likert scale. The formula used for product validity is written below (Sugiyono, 2015).

$$P = \frac{\sum x}{\sum xi} \times 100 \%$$

Description:

P = Validity

$\sum x$ = Total score obtained

$\sum xi$ = Maximum score

100% = Constant

The following qualifications are used in defining and making decisions about revising learning media (see Table 1).

Table 1. Media validity criteria

Percentage	Qualification	Description
$84\% < \text{score} \leq 100\%$	Absolutely Valid	No Revision
$65\% < \text{score} \leq 84\%$	Valid	No Revision
$52\% < \text{score} \leq 65\%$	Enough Valid	No Revision
$36\% < \text{score} \leq 52\%$	Less Valid	Partly Revision
$20\% < \text{score} \leq 36\%$	Absolutely Not Valid	Revision

Based on Table 1, if the media produced in the study does not reach a percentage of 65%, it is considered suitable and can be revised without further revision. Conversely, if the percentage is below 65%, the media is suitable for use and requires revision. In case of reading interest analysis data obtained from observer observations is then calculated using the following formula:

Formula: $p = (X/Y) * 100$

X: the value you have.

Y: the total value.

p: the percentage.

Data collected from observations to determine students' reading interests can be seen in Table 2.

Table 2. Reading interest assessment criteria

No.	Scoring Indicator	Category
1.	$76\% < \text{score} \leq 100\%$	High
2.	$56\% < \text{score} \leq 75\%$	Medium
3.	$0\% < \text{score} \leq 56\%$	Low

(Source: Suharsimi Arikunto)

Results and Discussion

Development Process

The development conducted in this research focused on a storybook on the solar system for fifth-grade science subjects. The media development was declared valid for grade 5 teachers and lecturers' assessments, and was piloted with fifth-grade students. This media product was developed using R&D method and implemented through five stages based on the ADDIE model.

Analysis Stage

This stage aims to identify problems encountered in the classroom during teaching and learning activities, particularly in science learning. Data collection was conducted at Sinah Kasih Public Elementary School 105418 in fifth-grade classrooms and interviews with teachers were conducted to obtain information. The initial analysis stage serves as a baseline in the process of developing media to improve student learning outcomes.

Design

The design stage involves reviewing the material used in this development using fifth-grade science material about the Solar System, and designing a storybook entitled "Ayu the Astronaut." The storybook design process begins with creating a storyboard and designing the development requirements using the Canva application using A5 paper. After the storybook is designed, the next step is to design a questionnaire instrument used for media validation and a test instrument.

Development Stage

In the development stage, the researcher creates the storybook to be developed. The first step is to create a cover with an attractive design to attract students. The cover contains the storybook's identity, theme, and the author's name. After the cover is created, the next step is to design the content, which includes a story about various planets tailored to the material in the science lesson about the solar system. In media development, the researcher uses the Canva

application. Both applications are chosen because they meet the needs. Canva is used for collecting and processing the required images, and writing the text. The images are created in accordance with the established storyline. There are six media development process: setting up the Canva application (on a mobile phone or laptop), preparing the story text to be included in the media, searching for and collecting images to be used in the media using the Canva application, processing the images to suit the needs of the media using the Canva application, combining several images and appropriate decorative elements according to the story using Photoshop, and adding story text based on the storyline created using Canva. Once the media has been developed, it is then validated. The media validation is conducted by lecturers and homeroom teachers to determine its suitability before testing. If any deficiencies remain, improvements are required until it is suitable for use.

Implementation Stage

In this stage, the researcher piloted the method on eight fifth-grade students at Sinah Kasih Public Elementary School 105418. The pilot test was conducted to determine the improvement in reading skills after using storybooks.

Evaluation Stage

This is the final stage of the ADDIE model and was conducted by analyzing teacher and lecturer validation questionnaires to determine the appropriateness of the media. The student response questionnaire was used to determine the responses of students to the use of storybooks in science, particularly on the solar system.

Product Test Data Presentation and Analysis

The results of the development validation conducted by the researcher on teachers and students regarding the development of storybooks in science were intended to determine the validity of the storybooks. This validation was conducted by the Indonesian language lecturer and the class teacher. The data obtained from the two validators consisted of quantitative and qualitative data. The quantitative data was obtained from validation scores, while the qualitative one was gotten from the validators' criticisms and suggestions (see Table 3 validation assessment)

Table 3. Class teacher validation

No	Assessment Items	Score	Total Score
1	The cover design is attractive to students.	4	4
2	The font size used is appropriate and legible to students.	4	4
3	The image size used is appropriate and clearly visible.	4	4
4	The color selection used does not interfere with the writing.	4	3
5	The media is able to measure students' interest and reading ability.	4	4
6	The font style is appropriate for the students' age.	4	3
7	The media developed has an attractive appearance.	4	4
8	The layout of images and objects is proportional.	4	3
9	The color selection and use in the storybook media are appropriate.	4	3
10	The images used are appropriate to the story content.	4	4
11	The comfort of the materials used in the storybook.	4	4
12	The safety of the materials used in the storybook for teachers and students.	4	3
13	The appropriate selection of materials used in the storybook.	4	3
14	The media developed is on target.	4	4
15	The storybook is appropriate to the level of cognitive development of students.	4	3
16	The use of storybook media can attract students' interest in learning.	4	4
17	The language is easy for students to understand.	4	4
18	The clarity of the information conveyed.	4	4

19	The dialogue/text is appropriate to the material.	4	3
20	The language used remains polite and does not diminish educational values.	4	4
21	The dialogue text used in the media can convey material quickly.	4	3
22	This media is easy to use. learning process	4	4
23	The material in the media is easy for students to understand	4	4
24	The language used is easy for students to understand	4	3
25	The language used is appropriate to the students' thinking level	4	3
Total		100	89

The total score is 89, so the percentage level of validation of reading teaching materials can be calculated as follows:

$$\text{Validity Value} = (\text{score obtained} / \text{maximum score}) \times 100\%$$

$$\text{Validity Value} = (100/100) \times 100\%$$

Based on the calculation results, the percentage of material validation is 89% based on the material aspects of the product being developed, which is stated to be very valid and can be used for testing.

Table 4. Validation by lecturers

No	Assessment Items	Score	Total Score
1	Attractive cover design	4	3
2	Appropriate font size	4	3
3	Appropriate image size and clarity	4	3
4	Color selection does not interfere with writing	4	4
5	A font style appropriate for the age of the students	4	3
6	The media developed has an attractive appearance	4	3
7	The layout of images and objects is proportional	4	3
8	The color selection and use of the big book is appropriate	4	3
9	The images used are appropriate to the story content	4	3
10	The comfort of the materials used in the storybook	4	4
11	The safety of the materials used in the storybook for teachers and students	4	3
12	The appropriate selection of materials used in the storybook	4	3
13	The media developed is on target	4	3
14	The language is easy for students to understand	4	3
15	The clarity of the information conveyed	4	3
16	The appropriateness of the dialogue/text to the material	4	3
17	The use of language remains polite and does not diminish educational values	4	3
18	The dialogue text used in the media can convey the material accurately	4	3
19	The language used is easy for students to understand	4	3
20	The language used is appropriate to the students' level of thinking	4	3
Total		80	62

In the analysis of the lecturer validation data, a value of 62 was obtained based on the table above, so the percentage level of validation of reading teaching materials can be calculated as follows:

$$\text{Validity Value} = (\text{score obtained} / \text{maximum score}) \times 100\%$$

$$\text{Validity Value} = (100/100) \times 100\%$$

Based on the calculation results, the validation percentage of the material was 77.5%, indicating that the developed product was highly valid and could be used for testing. However,

according to the lecturer, there were suggestions and input for improvements to the "Ayu the Astronaut" book to make it even more perfect.

Students' response questionnaires aim to determine their responses to the use of big books in the learning process. This assessment was conducted by administering the questionnaire to the students who served as the research sample. The results of this media trial, in the form of accumulated scores obtained from completing the questionnaire to determine the level of media appeal, are shown in Table 5.

$$\text{Validity Value} = (\text{score obtained} / \text{maximum score}) \times 100\%$$

$$\text{Validity Value} = (40/40) \times 100\%$$

Table 5. Students' questionnaires

No	Assessment Items	Score
1	The big book cover design is attractive to students.	4
2	The font size used is appropriate and legible to students.	4
3	The image size used is appropriate and clearly visible.	4
4	The color selection used does not interfere with the writing.	4
5	The media is able to measure students' interest and reading ability.	4
6	The font style is appropriate for the students' age.	4
7	The developed media has an attractive appearance.	4
8	The layout of images and objects is proportional.	4
9	The color selection and use in the big book media are appropriate.	4
10	The images used are appropriate to the story content.	4
Total		40

Based on the calculation results, student responses reached 89%; therefore, the developed product has the highest percentage.

Product Revision

Revisions are carried out after receiving input and criticism from the class teacher and lecturer. Media improvements aim to identify weaknesses and shortcomings in the designed product. Revisions made during media development include the cover, foreword, and table of contents, which must be included in the book. These include:

Developed Product Study

Research and development were conducted by developing a learning medium in the form of the storybook "Ayu the Astronaut." Reading aloud skills are crucial; fluent reading skills significantly influence each student's reading skills. Without strong reading fluency, students will struggle to develop adequate reading skills. Reading is fundamentally a crucial factor that must be learned from an early age. Reading skills can facilitate students' progress to the next level of learning. Conversely, if students cannot yet read (low reading ability), they will struggle to progress to the next level. This demonstrates the importance of developing early reading skills in students. The research and development stages are explained below.

Analysis Stage

The first stage of this research was an analysis of the problems encountered and the needs of students in the classroom through observations and interviews conducted by the researcher. The researcher conducted a curriculum analysis to align the school's curriculum with the material to be developed. In needs analysis several interviews with the class teacher revealed that students actually prefer learning with the help of media because it provides a direct format that can capture students' attention. However, the school still uses minimal learning media in the classroom. Referring to learning objective analysis it is conducted through observations in a fifth-grade class. During the science lesson, some students ignored the teacher's explanations, talked with their peers, and when asked questions, were unable to answer correctly or simply copied their peers' answers. The teacher did not use learning media, instead referring to the textbook.

Media is essential to attract students' interest in learning, especially in reading. One factor that can influence students' interest in reading is the appropriate and optimal use of media.

Therefore, teachers are expected to implement media that capture students' attention and facilitate their understanding of the material. Storybooks were chosen as an alternative learning medium to attract students' interest in reading. The researcher used the summary of the analysis above as a guideline for further development of reading aloud teaching materials. This media is expected to foster students' interest in reading.

Design Stage

The second stage is planning the media to be developed and involves developing the concept that will be incorporated into the storybook. The researcher gathered materials that would later become the content of the storybook. The researcher determined the material to be used and before developing the material, the first step is to adjust the Learning Outcomes (or Capaian Pembelajaran—CP) and Learning Objectives (Tujuan Pembelajaran—TP) and the CP and TP are shown in Table 7.

Table 6. Learning objectives and outcomes

Learning Objectives	Learning Outcomes
Reading the story book "Ayu the Astronaut" about the Solar System and connecting its contents with knowledge about the various planets in the Solar System.	• Recognize and spell letter combinations in frequently encountered syllables • How quickly students read books

The product design stage consists of two stages: synopsis creation and illustration creation. The following describes the activities carried out at each stage: in synopsis creation stage, the researcher outlines the ideas that become the story content through a summary or synopsis. The synopsis is an initial outline of the story's content, intended to facilitate subsequent stages. This summary is structured with an engaging plot. Once the story has been written, the next stage is illustration creation. Illustration creation involves creating images that align with the story script. This stage is more complex than the previous one, including determining characters, scenes, settings, types of images, and so on to facilitate the development process. This media includes a cover, user instructions, and content (illustrated story) in accordance with the established theme.

In development of validation instruments, student response instruments, and learning evaluation. Once the product design is complete, the next stage is the development of a media validation questionnaire and student response questionnaire. The researcher developed the validation instrument into a questionnaire that includes statements. The questionnaire sheet includes a suggestion column that the validator can fill in for improvements. The student response instrument is structured as a questionnaire related to the implementation of learning media.

Development Stage

This stage is to facilitate teachers in delivering the material and help students practice their reading aloud skills. The following are the stages of storybook development: cover development for reading teaching material and validation process. The first includes cover creation and content creation. The cover of the storybook consists of one side, the front cover. This cover contains the title "Ayu the Astronaut" and the author's name. It also includes images related to the theme to engage students' learning. The cover creation process uses the Canva application. The content and materials used in the storybook are presented in a way that aligns with the material being taught. There are stories about planets and images that can stimulate students' interest in recognizing the shapes of the planets.

About validation process the material feasibility was validated by class teacher and a lecturer. Their criticisms and suggestions were used to improve the storybook, focusing on content, quality, and presentation. Further revisions were made to obtain a feasibility assessment. According to Table 5, several aspects of the "Ayu the Astronaut" storybook required improvement, including adding educational symbols to the front cover, adding a foreword, and adding a table of contents.

After the researchers made improvements based on the teacher and lecturer's criticisms and suggestions, the teachers and lecturers completed a validation questionnaire prepared by the

researcher to determine the validity percentage of the "Ayu the Astronaut" storybook. Based on Tables 3 and 4, the validation summary results showed a validity percentage of 89% for teachers and 77.5% for lecturers. These results, based on Table 1, qualify the product as very valid and very suitable for use.

Implementation Stage

The research and development of the storybook-based reading material "Ayu the Astronaut" was used to train students' reading skills, and was approved by class teachers and lecturers. Validation results from all experts confirmed that the developed reading material "Ayu the Astronaut" was suitable for use. This was demonstrated by the assessments provided by the experts acting as validators. The teacher assessment obtained 89% and the lecturer assessment 77.5%. After the product was deemed valid by the validators, the next stage was testing with students. The subjects of this study were fifth-grade students at Sinah Kasih Public Elementary School 105418.

Evaluation Stage

Based on validation data from teachers, lecturers, and student responses, the implementation of the "Ayu the Astronaut" reading material was evaluated. If the story book has no weaknesses and shortcomings, then the story book which has been developed by the researcher is suitable for use without having to revise it. However, if there are advantages and disadvantages, the researcher will revise and improve the teaching materials for reading.

Conclusion

The conclusions from the development of reading instructional materials are as follow: the product produced through research and development is a reading instructional material for science lessons on the topic of Various Planets. The development of the reading instructional material is considered feasible because the media is packaged in an attractive and innovative manner and meets valid criteria, with scores of 89% from class teachers, 77.5% from lecturers, and 77.5% from lecturers. Students' interest in reading has grown due to the new media in the form of reading instructional materials, making students more enthusiastic and engaged in learning.

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